

**USING BOARD GAME TO TEACH MODAL  
EXPRESSIONS OF ABILITY AND WILLINGNESS**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for Gaining  
Degree of Bachelor of Education in English Language Education**



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## MOTTO

Education is not the learning of facts, it's rather the training of the mind  
to think

(Albert Einstein)<sup>1</sup>

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<sup>1</sup> <https://www.goodreads.com/quotes/6137386-education-is-not-the-learning-of-fact-but-the-training>

## ABSTRACT

Title : Using Board Game to Teach Modal Expressions of Ability and Willingness

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The objective of this research is to explain the effectiveness of using “Board Game” to teach modal expressions of ability and willingness. The population of this research are eighth grade students. The total of them is 325 students. The research method was an experimental research which involved two classes, they were experimental class and control class. The VIII F class was chosen as experimental class which was taught by using Board Game and the VIII G class was chosen as control class which was taught by using cooperative learning method. The experimental and control class were given pre-test and post- test. Before giving pre-test, the researcher gave try-out test to VIII A class to find out the validity instrument, the reliability instrument, the difficulty level, and the discriminating power. The formula used to analyse the data was t-test. It was used to determine whether there was a significant difference between students’ score of the experimental class and control class or not. Based on the calculation t-test was obtained t count: 2.411 and t table: 1.671. It shows that  $t_{\text{count}} > t_{\text{table}}$  ( $2.411 > 1.671$ ). It means that  $H_a$  was accepted while  $H_o$  was rejected. Since t-test score was higher than t table, it means that Board Game was an effective medium to teach teach modal expressions of ability and willingness at the eighth grade of MTs Mathalibul Huda Mlonggo Jepara in the academic year of 2019/ 2020.

Key Words: Board Game, Experimental Study, Grammar.

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Semarang, June 17th 2020

The writer.

Muhammad Abdul Majid

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## CHAPTER I INTRODUCTION

The introduction comprises of several parts including background of the research, reasons for choosing the topic, research question, objectives of the research, significances of the research, and scope of the research.

### A. Background of the Study

Language is an important part of human's life<sup>2</sup> because it is one tool to communicate with each other. Language becomes more important because it can also influence someone's mindset.<sup>3</sup> Recently, some teachers do the research to develop student's skill in learning grammar. Teacher tries to use some media and methods to support teaching learning grammar. Learning English must also learn grammar because grammar is an important thing in learning language but many people think of grammar as a rather boring school subject. At some levels, speaker of a language must know these rules; otherwise they would not be able to put words together in a meaningful way. Hoang Yen Phuong and Thao Nguyen Pham Nguyen<sup>4</sup> wrote a journal entitled "The Impact of Board Games on EFL Learners' Grammar Retention". This study aims to investigate the effects of board games on EFL learners' grammar retention and explore their attitudes towards the implementation of board games

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<sup>2</sup> Kharisma Puspita Sari, "Teacher's Directive Speech Acts at Kindergarten School". *vision: Journal for Language and Foreign Language Learning*. Vol.7 No.1, 2018, p.35

<sup>3</sup> Sumarsono, "*Sociolinguistics*", (Yogyakarta: PustakaPelajar, 2013), p.18

<sup>4</sup> Hoang Yen Phuong and Thao Nguyen Pham Nguyen, "The Impact of Board Games on EFL Learners' Grammar Retention", *IOSR Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320-7388,p-ISSN: 2320-737X Volume 7, Issue 3 Ver. II (May - June 2017), PP 61-66 [www.iosrjournals.org](http://www.iosrjournals.org)

in grammar classes. The approaches and methods are Grammar Translation Method, Direct Method, Audio-lingual Method, Total Physical Response, and Communicative Language Teaching Approach. There are fifty participants who are adult learners from an English center in Vietnam involved in the current study. Learning can come in an oral form such as those used in listening and speaking or the can come in print forms such as the words that we recognize and use in reading and writing.<sup>5</sup>

For teachers of ESL/EFL learners, a knowledge of how English works is essential. Teacher needs to talk about how sentences are constructed, about the types of words and word groups that make up sentences, and about the functions of these words and word groups within sentences and in larger contexts. With this knowledge, teacher is supposed to help their students understand the language and know what the students need to learn in order to acquire it. Without knowing the essential components, as well as the complexities of the language in question, it is difficult to understand what learners actually need to know in order to learn the new language.<sup>6</sup>

In learning grammar, the beginning material that is learned by students is tense. But the students should understand another material well before going to learn the next materials because they feel hard to get the next materials before understanding it well. In this research, teacher teaches modal verb because modal verb is one of the matter component to develop some expressions that was learned at seventh grade.

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<sup>5</sup> Iman Alizadeh, 'Vocabulary Teaching Techniques: A Review of Common Practices', *International Journal of Research in English Education*, Vol. 1, No. 1; 2016  
[www.ijreeonline.com](http://www.ijreeonline.com)

<sup>6</sup> Andrea De Capua, *Grammar for Teachers A Guideto American English for Native and Non-Native Speakers*, (New Rochelle: College of New Rochelle, 2008), P. 13.



As we know students still feel difficult in mastering modal expression of ability and willingness because it is so crucial and also has the rule of using modal beside tenses. Most of students are also still difficult to determine the verb that appropriate with modal expression of ability and willingness. Because of that students also need to be more carefulness in making the sentence in modal expressions of ability and willingness. Teachers need a new atmosphere in teaching- learning modal expressions of ability and willingness to make students easier in understanding it.

Teaching English has some improvement recently in the light of student-centered approach in which "students are involved in the learning process and become committed to improving their English" and "in a student-centered classroom, students get more „talking time" stated by Jones<sup>7</sup>. It means a teacher should use excitedly learning to make students more enthusiasm to study.

There are so many techniques that teachers can apply in the class to stimulate students' participation in the learning process, one of them is using games.<sup>8</sup>A professional teacher should consider suitable strategies for teaching English.<sup>9</sup> To make good strategies, a teacher can use appropriate media related to students necessity. There are some media in learning English, such as pictures, songs, videos, etc. The teacher also may use games in teaching and learning. Playing games will help the students to have a good language ability and, good language ability. It can help students to

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<sup>7</sup> Lien Cam and Thi Minh Thu Tran, 'An Evaluation of use Games in Teaching English Grammar for First-Year English-Majored Students at Dong Nai Technology University'. *International Journal of Learning, Teaching and Educational Research* Vol. 16, No. 7, pp. 55-71, July 2017

<sup>8</sup> Achmad Yanuar Firmansyah, Applying The "Word Chain" Game to Teach Descriptive Speaking to The Eighth Graders in SMPN 26 Surabaya, *Journal of English Education*. Vol 3, No 2, 2015

<sup>9</sup> Nadiyah Ma'mun, 'The Effect of Task-Based Language Teaching On the Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 2018 VOL.7, NO.2, 180-200 <http://dx.doi.org/>

express themselves in their future lives. Of course, having a good language ability does not mean just mastering four language skills, it is also necessary for good grammatical competence.<sup>10</sup>

Teaching and learning in the classroom needs grammar instruction to provide students in creating sentence . It increases in status that has been conducted to investigate the effectiveness of different methods used to learn, among which are games and translation<sup>11</sup>.

Anggi Ananda Putri, Tuntun Sinaga, and Muhammad Sukirlan<sup>12</sup> wrote a paper entitled “The Implementation of Board Game in Improving Students’ Speaking”. They did this research because students still face many difficulties in speaking English. students had difficulties in expressing ideas and opinions orally because they were lack of vocabulary, lack of grammar and still had difficulties in pronouncing certain English words and the researcher used board game as media to improve students’ speaking. The result of their research showed there was a statistically significant difference of the students’ speaking ability after the implementation of board game with the significant level of  $p < 0.05$  ( $p = 0.00$ ). So it concludes that board game is one of media to improve students’ speaking

In this research, teacher will teach that grammar is basic to make student’s sentences in writing skills. Games are components

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<sup>10</sup> Hajar Khonmohammad, Bahman Gorjian, Zivar Eskandari, ‘Using Games to Affect Learners’ Motivation in Learning English Grammar’, *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, Volume 5 (3), 2014;324---341

<sup>11</sup> Laura Andreu Pirrie, ‘Teaching and Learning Vocabulary through Games and Translation in the EFL Classroom: A Case Study’, *UIB Master’s Thesis* Supervisor Susana María Cortés Pomacóndor

<sup>12</sup> Anggi Ananda Putri, Tuntun Sinaga, and Muhammad Sukirlan, The Implementation of Board Game in Improving Students’ Speaking, *Journal of University of Lampung*, 2017.

to develop students expression of ability and willingness in daily activity that will be learned in seventh grade. Teachers need a new atmosphere in teaching and learning to make students easier in teaching grammar.

Games is said to be effective in improving positive attitudes towards learning English.<sup>13</sup> Games also improve interest and motivation for learners. Games add interest to things that students find it uninteresting, and increasing interest mean increasing effort.<sup>14</sup> The students will not feel insecure due to the pressure of the lesson, but they also will still learn from the activity. They will have more time to learn with their friends during the games, and they will have more chances to share their knowledge and understanding. Being able to interact with their peers will make them more active and engaged to the learning rather than being asked to listen to teacher's explanations. The researcher chooses board game willingness to increase student's expressions of ability and willingness with a new atmosphere of learning.

The board game is some way to teach modal expressions of ability and willingness. When students can identify the grammatical of sentence, they can make a good sentence and develop their sentences in some creativities. Based on the explanation above, This research entitled "Using Board Game to Teach Modal Expressions of Ability and Willingness".

## **B. Reasons for Choosing the Topic**

The writer chooses this topic due to the following reasons:

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<sup>13</sup> H L J Lee., SMARTies: Using a Board Game in the English Classroom for Edutainment and Assessment. *Malaysian Journal of ELT Research*. 8(1), 2012. P.5.

<sup>14</sup> Wright et al, *Games for language Learning*, (New York: Cambridge University Press, 2005). P. 11.

1. Most of the students have difficulty to master four skills in English, especially in teaching modal expressions of ability and willingness.
2. The researcher finds that some students have difficulty in modal expressions of ability and willingness.
3. The researcher thinks that board game is simple and practice media that can be used to improve in grammar skill.
4. The researcher wants to know the effectiveness of using board game to teach modal expressions of ability and willingness for eighth grade of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2019/ 2020.

### **C. Research Question**

Based on the background of the study above, the researcher formulates research question as follow ; **How is the effectiveness of using board game to teach modal expressions of ability and willingness to the eighth grade of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2019/ 2020 ?**

### **D. Objective of the Research**

Considering the problem above, the objective of this research is to explain the effectiveness of using board game to teach modal expression of ability and willingness for eighth grade of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2019/ 2020.

### **E. Significances of the Research**

The result of this research hopefully will give contribution to English teaching and learning they are ;

1. Theoretically

- a) The result of this research is expected to enrich the theory in increasing students' understanding of making expressions of ability and willingness at the level of Junior High School.
- b) It is also as the information and contribution of the idea for the education on formal sector.

## 2. Practically

The result of research is expected to be able to give some benefits for students, teachers, institutions, and other researchers:

### a) The English Teachers

The researcher expects that this result of the study may help a teacher to use a new way to teach modal expressions of ability and willingness text in the classroom.

### b) The English Students

The researcher expects that this result of the study may increase students curiosity and make students happier in learning modal expressions of ability and willingness.

### c) The Writer

The researcher can get many useful experiences in the future as an English teacher. and also the result can be used to improve the researcher's knowledge.

### d) The other researcher

By doing this research, the researcher expects that this result can be referenced to other researchers to do the new research in the future. And the researcher can give improvisation for this study to be better.

## **F. Scope of the Research**

In order to make a better result of this research, the researcher needs to limit it.

1. The present study only focuses on modal expression of ability and willingness especially in daily activity, between students

who are taught using board game and students who are taught using without using board game.

2. This study is focused on the effectiveness of using board game as a media to improve students`s writing mastery of the eighth grade of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2019/ 2020, because the technique is suitable for them and will not disturb the teaching learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses four main points, those are theoretical review, previous study, conceptual framework, and hypothesis.

#### **A. Theoretical Review**

1. Definition of Grammar and Modal Expressions of Ability and Willingness

We often talk about grammar but sometime we don't know the definition of the grammar. According to Geoffrey Leech, et. al. in *English Grammar for Today* book, grammar is a set of rules which allows us to put words together in certain ways, but not in other ways. At some levels, speaker of a language must know these rules; otherwise they would not be able to put words together in a meaningful way<sup>15</sup>. Based on the statement, we know that we will be easier in making sentence by using grammar because grammar teach us how to put the words together in certain way. So, we should deny the opinion that grammar is difficult but grammar makes us easier in making sentence.

In researching how language works, linguist of all schools recognized several different levels of analysis. The following four levels are those usually identified by Phonology, Lexis, Grammar and Semantic. But here we just focused on Grammar. Grammar includes two aspects: (1) the arrangement of words and (2) the internal structure of words<sup>16</sup>. It means that grammar

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<sup>15</sup> Geoffrey Leech, et al, *English Grammar for Today a New Introduction*, (London: Palgrave Macmillan, 2006). 2thedition.. P. 3. 2

<sup>16</sup> Graham Lock, *Functional English Grammar An Introduction for Second Language Teachers*, (New York: Cambridge University Press, 1997). P. 3&4.

has function to arrange the structure of sentence correctly and certainly. Based on the statement, we do realize that grammar is the important component in learning language especially in writing. We need a theory of grammar which help us to understand how language works. Based on statements above, the writer concludes that the grammar is an important component in learning language which be focused on the set of rules in using language especially for teaching modal expression of ability and willingness. Grammar makes sure how to use language correctly and certainly. In other word, without grammar we can't use language correctly.

Grammar has many materials like as tenses, modals, verbs, preposition, adjective, and other items. Modal is part of grammar in learning English. To make sentence well, students must also understand modals well. Modal is a type of auxiliary verb that is used to express ability, possibility, permission or obligation. The writer just focuses on the modal expressions of ability and the modal expression of willingness.

## 2. The Use of Modal Expressions of Ability and Willingness

*Can* is the most frequent of the modal verbs and is often used to express permission and ability<sup>17</sup>. In addition, *can* is used to give, seek or deny a permission and to indicate what someone is capable of, *can* may also be used to express general truths, in other words "statements about events and states which are true or which are usually the case:

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<sup>17</sup> Ronald Carter and Michael McCarthy, *Cambridge Grammar of English A Comprehensive Guide Spoken and Written English*, (Cambridge: Cambridge University Press, 2006). P. 642.



- (1) Can you speak French? (ability)
- (2) You can stop work early today. (permission)
- (3) Can I help you? (offer)
- (4) She can read Italian, but she can't speak it.
- (5) These roses can grow anywhere.
- (6) Scotland can be very warm in September.<sup>18</sup>
- (7) Steel can resist very high temperatures.<sup>19</sup>

A fourth possible use for *can* is the indication or evaluation of “logical possibilities”, such as in the following sentences:

- (8) That can't be right.

*Can* may also be used when discussing future actions possible due to present abilities, circumstances or decisions.<sup>20</sup>

- (9) I've bought the tent, so we can go camping next weekend if we want to.
- (10) She can win the race tomorrow if she really tries.

*Will* has several different functions and meanings. It is used to form future tenses, to express willingness or ability, to make requests or offers, to complete conditional sentences, and also to issue commands.

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<sup>18</sup> Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 2005). P. 97-98.

<sup>19</sup> Ronald Carter and Michael McCarthy, *Cambridge Grammar of English A Comprehensive Guide Spoken and Written English*, (Cambridge: Cambridge University Press, 2006). P. 642.

<sup>20</sup> Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 2005). P. 99.

(1) Creating the future tense

*Will* commonly uses as a modal verb is to talk about things that are certain, or planned in the future. In this way, it is used to create an approximation of the future simple tense and the future continuous tense. For example:

“He will finish his work tomorrow.” (future simple tense)

“She will be singing at the concert as well.” (future continuous tense).

*Will* also used to make the future perfect tense and the future perfect continuous tense. These tenses both describe a scenario that began in the past and will either finish in or continue into the future. For example:

“I will have finished my homework by the time I go out on a date tonight.” (future perfect tense)

“When my teacher retires next month, he will have taught for 45 years.” (future perfect continuous tense)<sup>21</sup>

(2) Willingness

*Will* sometimes uses to express or inquire about a person or thing’s ability or willingness to do something. It is very similar to the future tense, but is used for more immediate actions. For example:

“Will Mary come out of her room?”

A: I don't understand this problem.

B: Ask your teacher about it. She'll help you.<sup>22</sup>

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<sup>21</sup> Schramper Azar, *Understanding and Using English Grammar Second Edition*, (New Jersey: Prentice Hall Regents, 1989). P. 57-62.

<sup>22</sup> Schramper Azar, *Understanding and Using English Grammar Second Edition*, (New Jersey: Prentice Hall Regents, 1989). P. 52.

These examples explain probability of willingness. The degree of willingness is reflection of the speaker's level of committed to the course of action. The speaker determines level of response of action.

(3) Requests and offers

*Will* may use to create interrogative sentences as like in requests or polite offers. They are usually addressed to someone in the second person, as in:

“Will you have a cup of tea, Sam?”

*Will* also can use subjects in the first and third person as well. For instance:

“Will Jonathan drive his truck around here tomorrow?”

“Will your friend join us for some lunch?”

The examples explains offer and request to people that may be able to do the offer or request.

(4) Conditional sentences

In conditional sentences express true, factual ideas in the present/future, the simple present (not the simple future) is used in the if-clause. The result clause has various possible verb forms. A result clause verb can be: Either the simple present or the simple future, to express an established, predictable fact or general truth, The simple future, to express a particular activity or situation in the future. For example:

“Water freezes or will freeze if the temperature reaches 32°F/00C”.

“If I don't eat breakfast tomorrow morning, I will get hungry during class”.<sup>23</sup>

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<sup>23</sup> Schramper Azar, *Understanding and Using English Grammar Second Edition*, (New Jersey: Prentice Hall Regents, 1989). P. 414.

Using *will* of conditional sentence consists of subordinate clause that is started by “*if*” as a condition and main clause as a result or consequence.

(5) Commands

*Will* can be used to issue commands, or orders. It is to express some imperative sentences, and the command will be obeyed. For example:

“You will finish your homework this instant!”

“You will clean up your room this evening”<sup>24</sup>

These examples explain the using of “*will*” for commanding and the command should be done.

3. The Pattern of Modal “Can” and “Will”

Sentence generally is divided into two forms, they are nominal sentence and verbal sentence. Nominal sentence is a sentence without using verb. And verbal sentence is a sentence with using verb. The pattern of modal “Can” and “Will” are also divided into two patterns:

a. The pattern of modal “*can*” for nominal sentence

(+) Subject + Can + Be + Complement (nouns, adjective, or adverb)

(-) Subject + Can + NOT + Be + Complement (nouns, adjective, or adverb)

(?) Can + Subject + Be + Complement (nouns, adjective, or adverb)?

for examples:

(+) I can be a teacher.

(-) I can not/can’t be a teacher

(?) Can I be a teacher?

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<sup>24</sup> <https://www.thefreedictionary.com/Modal-Auxiliary-Verbs-Will.htm>.

Accessed on 20 December 2019 at 07.19 a.m

From the examples above, it can be concluded that modal “*can*” for nominal sentence needs subject, modal, be, and complement. Complement consists of Noun, Adjective, and Adverb.

- b. The pattern of modal “*can*” for verbal sentence
- (+) Subject + Can + Verb + Object
  - (-) Subject + can + NOT + Verb + Object
  - (?) Can + Subject + Verb + Object?

for examples:

- (+) I can play a guitar.
- (-) I can not/can’t play a guitar
- (?) Can I play a guitar?<sup>25</sup>

From the example above, modal *can* for verbal sentence is more simple than nominal sentence because it needs subject, verb, and object.

- c. The pattern of modal “*will*” for nominal sentence
- (+) Subject + Will + Be + Complement (nouns, adjective, or adverb)
  - (-) Subject + Will + NOT + Be + Complement (nouns, adjective, or adverb)
  - (?) Will + Subject + Be + Complement (nouns, adjective, or adverb)?

for examples:

- (+) I will be your best friend.
- (-) I will not/won’t be your best friend.
- (?) Will I be your best friend?

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<sup>25</sup> Schrampf Azar, *Understanding and Using English Grammar Second Edition*, (New Jersey: Prentice Hall Regents, 1989). P. 193

From the examples above, it can be concluded that modal “will” for nominal sentence needs subject, modal, be, and complement. Complement consists of Noun, Adjective, and Adverb.

- d. The pattern of modal “will” for verbal sentence  
(+) Subject + Will + Verb + Object  
(-) Subject + will + NOT + Verb + Object  
(?) Will + Subject + Verb + Object?

for examples:

- (+) She will bring my book.  
(-) She will not/won’t bring my book.  
(?) Will she bring my book?<sup>26</sup>

From the example above, modal “will” for verbal sentence is more simple than nominal sentence because it needs subject, verb, object.

#### 4. Explanation of Board Game

According to Hadfield, board games and card games are familiar game types, where both of them demand the players to be first rounding the board<sup>27</sup>. In addition, From Wikipedia also explains that board games are also a type of games that includes battle of the players to reach the winning position.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice), or a mixture of the two, and usually have a

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<sup>26</sup> Schramper Azar, *Understanding and Using English Grammar Second Edition*, (New Jersey: Prentice Hall Regents, 1989). P. 51.

<sup>27</sup> Jill Hadfield, *Intermediate Communication Games*, (Essex: Pearson Education Limited, 1996). P. 5.

goal that a player aims to achieve. Early board games represented a battle between two armies, and most modern board games are still based on defeating opposing players in terms of counters, winning position, or accrual of points (often expressed as in-game currency).<sup>28</sup>

Chang & Cogswell claim that the benefit of applying board games is that it lowers the anxiety of the students. They further explain that board games should consist of warm-up activities, formal instruction, tasks, and wrap up/reflection activities.<sup>29</sup>

According to Metom related to the rules, the board game has similar concept with snake-and-ladder game<sup>30</sup>. A board game includes a game board, cards consist of grammar options, movers, a dice, and an answer booklet. They further explain that before the game is played, students are informed with the rules of the game. The players then roll the dice. They must answer the question based on where they are landed. If the answer is correct, the player will have chance to roll the dice once more, and if the answer is incorrect, they will miss a turn. However, the rules can be freely modified.

A board game is a game that when you play it you throw the dice in the counters and you can step forward based to dice. A board game is a game that involves counters or pieces moved or placed a pre-marked surface or board, according to set of rules. It is used for revising grammar, whether it is to remember from

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<sup>28</sup> [http://en.wikipedia.org/wiki/Board\\_game](http://en.wikipedia.org/wiki/Board_game) accessed on November 21st 2019 at 09.12 a.m

<sup>29</sup> S Chang & J Gogswell, *Using Board Games*, TESOL 2008. Retrieved 20 November 2019 from [www.rtmsd.org/cms/lib/.../Domain/.../Using\\_Board\\_Games\\_Handout.doc](http://www.rtmsd.org/cms/lib/.../Domain/.../Using_Board_Games_Handout.doc).

<sup>30</sup> Metom et al, *Mind Your Grammar! – Learning English Grammar the Fun Way*, Journal of Education and Social Research, 2013. 3(7),P. 402-407.

a lesson you taught last week. It can also be used at the start of the class to get students active.<sup>31</sup> Board game is one of the developments of board game as a common game which can be played by using board, table, or floor.

##### 5. The Implementation of Using Board Games in Teaching Modal Expressions of Ability and Willingness

Students do the games and write the answers on their paper sheet. It will activate students' writing skill. It will be the starting point for the students to activate their micro-skills of writing, like producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using grammatical system (e.g., tense, agreement, pluralization, patterns, and rules), expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.

Here the steps to apply the board game in the class:<sup>32</sup>

- 1) Students are divided into 5-6 groups if the classroom has more than 30 students.
- 2) Teacher provides snake and ladder game in each group.
- 3) The players have to roll the dice and answer the question based on a number of the dice that have rolled. If the answer is correct, they are allowed to roll the dice and answer once more.

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<sup>31</sup> Ferrah Romaissa Sara , Improving Students' Vocabulary Through "Board Race" Language Game (The Case of Second Year LMD Students at Larbi Ben M'Hidi University Oum EL Bouaghi), *Scientific Research Larbi Ben M'Hidi University-Oum EL Bouaghi*, 2018. P. 26.

<sup>32</sup> Metom et al, Mind Your Grammar! – Learning English Grammar the Fun Way, *Journal of Education and Social Research*, 2013. 3(7),P. 402-407.



- 4) The player that has finished the game is the winner.

After doing the board game, teacher confirms the student's answer and gives opportunity to ask. So teacher and students will conclude the material on board game.

6. The Advantages of Board Game in Teaching Modal Expressions of Ability and Willingness

Board game is very interesting media in teaching and learning. It can make a new atmosphere since it requires students' competitiveness. They will not be silent since they will be afraid of looking not too smart in front of their friends. Teen ages are the era of having really high fighting spirit.<sup>33</sup> The competitive behavioral can be used to make them to use the nature in a good way. During the games, the students will learn to correct grammatical mistakes within the given sentences and write down the correct forms in a piece of paper. Unconsciously, students will learn to write sentences with correct grammatical forms and will sharpen their understanding of grammar and can distinguish some expressions of ability and willingness.

7. The Disadvantages of Board Game in Teaching Modal Expressions of Ability and Willingness

Board game is one of interesting game for students but it needs a long time to play this game. To play this game, students must roll the dice, get the number of question depends on the dice that has rolled and they have to answer the question. It may spend time to play this game in teaching and learning. When students play board game, it probably makes any noisy because every group do this game in a same time and they are having high fighting spirit. So it can make a little bit any noisy in the

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<sup>33</sup> [https://prezi.com/pjge0o\\_9trrp/board-games-advantages-disadvantages/](https://prezi.com/pjge0o_9trrp/board-games-advantages-disadvantages/) Accessed on 5 March 2020 at 8.50 a.m

class.<sup>34</sup> This game actually for ESL learning, so adult learners probably are not interested in playing board game.

## **B. Previous Research**

In this part, the researcher showed two articles. These following studies offer discussion related to the topic discussed in this research. They are:

Anggi Ananda Putri, Tuntun Sinaga, and Muhammad Sukirlan<sup>35</sup> wrote a paper entitled “The Implementation of Board Game in Improving Students’ Speaking”. Background of this research is students still face many difficulties in speaking English. They had difficulties in expressing ideas and opinions orally because they were lack of vocabulary, lack of grammar and still had difficulties in pronouncing certain English words and the researcher used board game as media to improve students’ speaking. This study was conducted to find out whether there was a significant difference of the students’ speaking skill after they were taught using Board Game. This study was a quantitative research which used a one group pre-test and post-test design. This research was conducted at the first grade students of SMAN 7 Bandar Lampung in academic year of 2016/2017. The research took one class as the sample of this research. The class was X IPA 1 consisting of 35 students. The instrument of this research was speaking test used in the pretest and posttest. There were 4 meetings in this research. The first meeting was a pretest in which the students were asked to make a recount text about someone’s biography orally. Then, the other two meetings were treatments. In the treatments, the researcher applied

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<sup>34</sup> <https://prezi.com/1glamqwaarde/the-advantages-and-disadvantages-of-playing-board-games/> Accessed on 5 March 2020 at 09.50 a.m

<sup>35</sup> Anggi Ananda Putri, Tuntun Sinaga, and Muhammad Sukirlan, The Implementation of Board Game in Improving Students’ Speaking, *Journal of University of Lampung*, 2017.

board game in teaching speaking. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' speaking ability after the treatments. The result showed that there was a statistically significant difference of the students' speaking ability after the implementation of board game with the significant level of  $p < 0.05$  ( $p = 0.00$ ). So it concludes that board game is one of media to improve students' speaking.

That paper used board game as medium in improving students' speaking. While this research uses board game to teach modal expressions of ability and willingness.

Hoang Yen Phuong and Thao Nguyen Pham Nguyen<sup>36</sup> wrote a journal entitled "The Impact of Board Games on EFL Learners' Grammar Retention". This study aims to investigate the effects of board games on EFL learners' grammar retention and explore their attitudes towards the implementation of board games in grammar classes. The approaches and methods are Grammar Translation Method, Direct Method, Audio-lingual Method, Total Physical Response, and Communicative Language Teaching Approach. There are fifty participants who are adult learners from an English center in Vietnam involved in the current study. Most of them were either graduate students or office workers with the age ranging from 18 to 30. These participants had low level of English competence and their English grammar was not good. The participants were randomly assigned into two groups namely the experimental group (EG) and the controlled group (CG). The only difference between the two groups during the intervention is that board games were applied to teach grammar to the experimental group but not in the

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<sup>36</sup> Hoang Yen Phuong and Thao Nguyen Pham Nguyen, "The Impact of Board Games on EFL Learners' Grammar Retention", *IOSR Journal of Research & Method in Education* (IOSR-JRME) e-ISSN: 2320-7388, p-ISSN: 2320-737X Volume 7, Issue 3 Ver. II (May - June 2017), PP 61-66 [www.iosrjournals.org](http://www.iosrjournals.org)

control group. There are seven grammar points learners learned in the seven-week course included English *articles, nouns, simple present tense, adverb of frequency, simple past tense, possessive adjectives, and be going to* versus *will*. After the seven-week grammar course, learners did a posttest of grammar. Result of experimental group, the pre-test was 29.34 and the post-test was 32.70. While the result of control group, the pre-test was 21.66 and the post-test 18.30. Based on the result, it was concluded that using board game is effective.

That research used board game as medium for EFL learners' grammar. While this research uses board game to teach modal expressions of ability and willingness. And researcher has similarity in experimental research.

Xiaowan Yang<sup>37</sup> wrote a journal "A Corpus-based Study of Modal Verbs in Chinese Learners' Academic Writing" this study was to find out the differences in the use of modal verbs in the learner and professional corpora. In response to the need for research on modal verbs used by Chinese learners of English, this study adopts a corpus-based approach comparing data from two corpora: the Chinese learner writers corpus (referred to as the learner corpus) and the professional writers corpus (referred to as the professional corpus). The purpose of this study is to examine the use of modal verbs in the learner corpus by comparing it with the professional corpus. To achieve this purpose, quantitative analysis was first conducted to investigate the frequency of modal verbs to identify L2 learners' ability to use modal verbs in the academic written discourse. Only nine modal verbs were surveyed: can, could, may, might, shall, should, will, would and must. Apart from must,

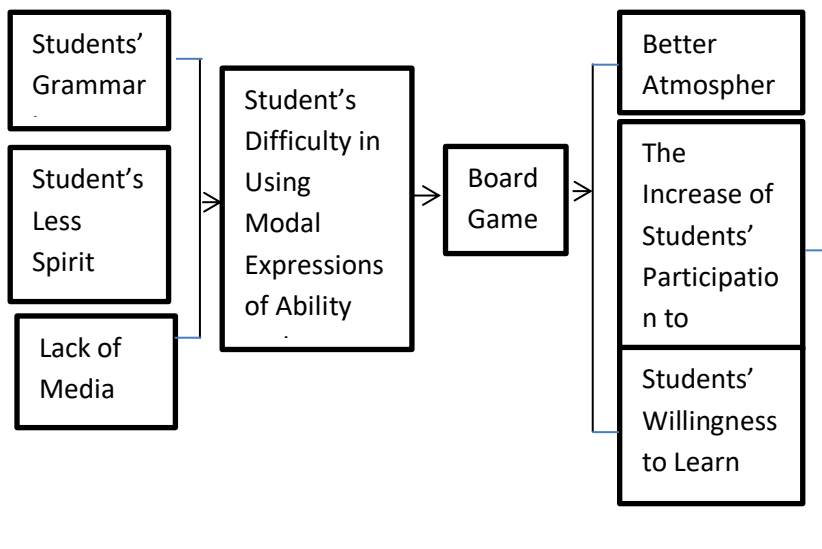
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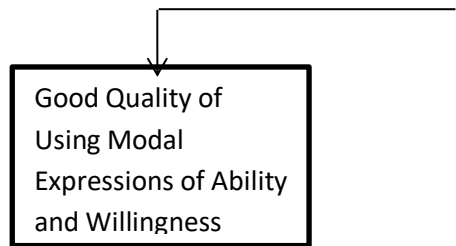
<sup>37</sup> Xiaowan Yang, "A Corpus-based Study of Modal Verbs in Chinese Learners' Academic Writing" *Journal of English Language Teaching*; Vol. 11, No. 2; 2018 ISSN 1916-4742 E-ISSN 1916-4750

these are usually paired as present and past tense counterparts of single lexemes (can/could, may/might, shall/should, will/would), although the relationships between the counterparts are complex. The result from the data, modal verbs appear in the learner and professional corpora 20.829 and 10.504 times respectively, which means that the learner writers employ modal verbs almost twice more than the professional writers. Besides, each of these nine modal verbs is used more frequently in the learner corpus than in the professional corpus, with only may as an exception.

That research was an analysis of a corpus-based study of modal verbs in Chinese Learners' academic writing. While this research uses board game to teach modal expressions of ability and willingness. And researcher has similarity in modal verbs.

### C. Conceptual Framework





The three problems are identified during the observation to the teaching and learning process. The problems make strings to obstruct the progress of students' mastery of using modal expressions of ability and willingness. Therefore, it is important to solve the problems altogether. Board game is applied to provide better atmosphere for learning that will lead to the improvement of students' participation and eagerness to learn. When the atmosphere lets them to participate and enjoy the learning of grammar, they will be able to produce a good quality of using modal expressions of ability and willingness.

#### **D. Hypothesis**

Based on the description above, the researcher conducted based on the following hypothesis: "using board game is effective to teach modal expressions of ability and willingness to the eighth grader of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2019/ 2020 "

## CHAPTER III

### METHOD OF RESEARCH

This chapter discusses about research design, time and setting of the research, subject of the study, variable and indicator, technique of data collection, instruments, and technique of data analysis.

#### A. Research Design

Quantitative method involves the process collecting analyzing, interpreting, and the writing the result of a study<sup>38</sup>. This research is quantitative, because the result of the students' achievement were expressed in the language of mathematic, evaluated consequently and also interpreted by appropriate statistical procedures. According to Wallace, qualitative is boardly used to describe what can be counted or measured and can therefore be considered objective.<sup>39</sup>

In this research, the researcher implemented to use Experimental Study. Unlike a descriptive study, an experiment is a study in which a treatment, procedure, or program is intentionally introduced and a result or outcome is observed. In this research, subject of the study was decided into two groups. There are experimental group and control group. An experimental group got a special treatment and control group got a usual treatment.

In this study, the writer used pre-test and post-test control group design.

$$E = O_1 \text{ X } O_2$$

$$C = O_3 \text{ Y } O_4$$

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<sup>38</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (United State of America: SAGE Publications, 2013).

<sup>39</sup> Michael J Wallace, *Action Research for Language*, (Cambridge: Cambridge University Press, 1998). p.38.

Adopted from Arikunto<sup>40</sup>

Where :

E = experimental group

C = control group

O1 = pre-test for experimental group

O2 = post-test for experimental group

O3 = pre-test for control group

O4 = post-test for control group

X = treatment by using board game

Y = treatment without using board game.

## **B. Research Setting**

### **1. Place of the research**

The researcher conducted this research in MTs Mathalibul Huda Mlonggo located at Jalan Raya Jepara-Bangsri Km. 9 Jepara. .

### **2. Time of the research**

This study conducted in the second semester, about two weeks begin from 19 February 2020 until 14 March 2020.

## **C. Participant of The Research**

### **1. Population**

According to Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest.<sup>41</sup> The researcher conducted this research in MTs Mathalibul Huda Mlonggo in the academic year of 2019/2020. This experimental study was done at the eight grade of that school which consisting of ten classes. Class VIII A consists of 32 students,

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<sup>40</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.86

<sup>41</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006). P.64.



VIII B consists of 35 students, VIII C consists of 31 students, VIII D consists of 34 students, VIII E consists of 34 students, VIII F consists of 33 students, VIII G consists of 32 students, VIII H consists of 38 students, VIII I consists of 28 students, and VIII J consists of 28 students. The total population is 325 students.

## 2. Sample

Sample is representative of population that will be observed.<sup>42</sup> The researcher took sample in this research because the respondents are more than 100. If the respondents are less than 100, it is better to take them all as sample.<sup>43</sup>

In this study, the researcher will took classes, VIII F and VIII G as the sample. F class consists of 33 students and G class consists of 32 students. These two classes had been given the same material about grammar mastery in the different strategy. VIII F as the experimental class had been taught by using board game and VIII G as control class had been taught by using without board game.

## 3. Sampling technique

In this research, the writer used simple random sampling technique. It is simple because the way of taking sample from population is done randomly without considering the strata or level of the population. Simple random sampling technique is used if the member of population is homogeny.<sup>44</sup> The researcher chose two classes as sample in this research, they were class VIII F as the experimental class and VIII G as the control class.

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<sup>42</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P.118.

<sup>43</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P.134

<sup>44</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2009), P. 82.

In getting sample of the research, the writer took some procedures. Because there are ten classes at eight grade of MTs Mathalibul Huda Mlonggo, the researcher wrote down number 1 to 7 on small piece of paper. The small piece of paper is placed in a box and well mixed, and a sample of the required size is selected. And the last the researcher got class VIII F, and VIII G as a sample. The class VIII F was as experimental class and VIII G was as control class.

#### **D. Variable and Indicator**

Arikunto states variable is the object of research or something that becomes the concern of the research.<sup>45</sup> There are two variable in experimental research. They are Independent (X) and Dependent variable (Y).

This research, which using board game to teach modal expression of ability and willingness, have two variables. Those variables were:

##### **1. The Independent Variable (X)**

Arikunto states independent variable is “variable that influences because of change or emergence the dependent variable”.<sup>46</sup> The independent variable in this research is the use of board game in teaching the expressions of ability and willingness. The experimental group was taught grammar using board game, while the control group was taught grammar without using board game.

The indicators are as follows:

The indicators of achievement in this research are:

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<sup>45</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P.119.

<sup>46</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P.120.

- a. The students comprehend the rules of snake and ladder game
- b. The students arrange random word into good sentences
- c. The students identify the component of sentence

## 2. The Dependent Variable (Y)

Dependent variable is variable that is affected or that became the result because of the existence of the independent variable.<sup>47</sup> Dependent variable in this research is using board game to teach modal expressions of ability and willingness.

The indicators are as follows:

The indicators of achievement in this research are:

- a. The students are able to identify the pattern of modal expressions of ability and willingness.
- b. The students are able to express ability and willingness.

## E. Instruments

Instrument are the tools which are used by the researcher to collect the required data. It can be distinguished between non test, scale, and test.<sup>48</sup> In this research, the researcher used test to collect data. The researcher conducted the test to measure students' achievement. The test conducted before the treatments, called pre-test. It was used to find out the initial condition of students before treatment. Post test is the test which is done after all treatments.

## F. Data Collection Technique

Data are the most important things in doing research. The procedure of data collection should be appropriate to the kind of the study. Therefore, in conducting this study, especially in collecting

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<sup>47</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P.120

<sup>48</sup> Mohammad Ali, *Strategi Penelitian Pendidikan*, (Bandung: Angkasa, 1993), P.91

the data, the researcher needs some methods in order to obtain the expected data.

The data collection is the accumulation of specific evidence that will enable the researcher to properly analysis the results of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypothesis.<sup>49</sup>

To get the accurate data, in this study the researcher used two ways in collecting the data as follows :

1. Test

In gaining the data, the researcher collected data by conducting test. Test is an examination or trial to find its quality, value, composition, etc.<sup>50</sup> Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>51</sup> In this research, the researcher gave the test twice (pre-test and post-test) in both experimental and control groups in the same way. Pre-test, before the teacher explains material by using board game media, the teacher gave a test to the students. Pre-test was given to the experimental class and control class before the treatment is running. Post-test, this test was given to the experimental class and control class. The test was given in order to know the improvement of students' ability in making good sentence gramatically. Post-test was given to the both of class after recieving treatment. The experimental class was taught by using board game, but the control class was taught without using the board game.

2. Documentation

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<sup>49</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), P.212

<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006), P.223

<sup>51</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2006), P. 223.

Documentation is the accumulation, classification, and dissemination of information. It refers to the archival data that help the researcher to collect the needed data. In this study, this method is used to get the data that related to the object research such as the English subject schedule and students name list are included in the population.

In this case, the data is gained by the help of the English teacher and the administration officer.

## **G. Technique of Data Analysis**

This research used quantitative analysis to find out the effectiveness of using run to the board game to teach modal expression of ability and willingness. The quantitative analysis is to identify the effectiveness of the strategy after conducting pre-test and post-test. Quantitative is concerned with the amount or number.

There are two kinds of test that was held in experimental research, they are pre-requisite test and hypothesis test. So, there must be two process of analyzing the data collected from test.

### **1. Pre-requisite Test**

#### **a. Test of normality**

The first step that must be done before doing the research is to test the data normality. It is aimed to know whether the data came from normal distribution or not. The researcher used Chi-Square formula. The normality test using Chi-square is done to find out the distribution data. Step by step Chi-square test is as follow :

- 1) Determine the range (R); the largest data reduces the smallest.
- 2) Determine the many class interval (K) with formula :

$$K = 1 + (3,3) \log n$$

- 3) Determine the length of class, using formula

$$P = \frac{\text{range}}{\text{member of class}}$$

- 4) Make a frequency distribution table
- 5) Determines the class boundaries (bc) of each class interval
- 6) Calculating the average ( $\bar{x}$ ), with the formula :

$$\bar{x} = \frac{\sum xi}{n}$$

- 7) Calculate variants, with formula :

$$S = \sqrt{\frac{\sum (x_1 - \bar{x})^2}{n - 1}}$$

- 8) Calculate the value of Z, with formula :

$$Z = \frac{x - \bar{x}}{S}$$

Where :

$x$  = limit class

$\bar{x}$  = average

$S$  = standard deviation

- 9) Define the wide area of each interval.
- 10) Calculate the frequency expository ( $E_i$ ), with the formula :  
 $E_i = n \times$  wide area with the  $n$  number of sample.
- 11) Make a list of frequency of observation ( $O_i$ ), with the frequency expository as follows :

| Class | Bk | Zi | P(Zi) | Ld | Oi | Ei | $\frac{O_i - E_i}{E_i}$ |
|-------|----|----|-------|----|----|----|-------------------------|
|-------|----|----|-------|----|----|----|-------------------------|

12) Calculate the Chi-Square, with the formula :

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$X^2$  = Chi-Square

$O_i$  = frequency from sample

$E_i$  = frequency which hoped from sample

$k$  = number of class interval

13) Determine df =  $k - 3$  and  $\alpha = 5\%$

14) Determine the value of  $X^2_{table}$

15) Determine the distribution normality with test criteria :

If  $X^2_{count} > X^2_{table}$  so the data is not normal distribution and the other way if  $X^2_{count} < X^2_{table}$  so the data is normal distribution.<sup>52</sup>

b. Test of homogeneity

It is meant to get the assumption that sample of research came from a same condition or homogenous. It is used to know whether experimental and control class, that are taken from population have same or not. The steps are follows :

1. Calculate variants both class (experimental and control class), with the formula :

$$S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \quad \text{and} \quad S_2^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1}$$

2. Determine  $F = \frac{Vb}{Vk}$ , where :

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<sup>52</sup> Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2002), P.272

$V_b$  = bigger varian

$V_k$  = smaller varian

3. Determine df ( $n_1 - 1$ ) : ( $n_2 - 1$ )
4. Determine the distribution data is not homogeneity with test criteria :  
If  $F_{count} > F_{table}$ , the data is not homogeneous and other way if  $F_{count} < F_{table}$  so the data is homogeneous.<sup>53</sup>

c. Average test

It is used to examine average whether experimental and control group have been decided having different average.<sup>54</sup> After the test was done in both of group, experimental and control group. The result of the test was scored by using analytic scale. Then, the means score of the two groups were determined. Finally, the two means are compared by applying t-test formula. T-test was used to differentiate if the students' result of students using board game and without using board game was significant or not.

2. Try Out Test

In this research, the researcher conducted three kinds of test, try out, pre-test, and post-test. Try out test was given to VIII A of MTs Mathalibul Huda Mlonggo. It purposed to measure the students' ability of ninth grade before doing research in eighth grade. The researcher gave 25 multiple choice questions to students in doing this test. The result of test was used to find out the validity and reliability.

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<sup>53</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), P.140

<sup>54</sup> Anas Sudijono, *Pengantar Statistik Pendidikan, 6th Ed.*(Jakarta: PT. Raja Grafindo Persada, 1995), P.326



The researcher prepares some formulas to look for the validity and reliability as follow:

a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, a test is valid if it measures what should be measured. For validity, the researcher used the Pearson product moment formula to analyze each item. The formula<sup>55</sup>:

$$\frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notice:

R<sub>xy</sub> : question correlation coefficient

N : number of students

X : number of each item score

Y : number of total score

b. Difficulty Level

A good question is a question that not really difficult and not really easy. Forula of degree of test dissficulty is:

$$P = \frac{B}{JS}$$

Notice:

P : difficulty's index

B : number of students who answers the item correctly

JS : number of students

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<sup>55</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2009). P.181.

The criteria are:

$P = 0,00$

$0,00 < p < 0,30$      difficult question

$0,30 < P < 0,70$      everage question

$0,70 < P < 1,00$      easy question

$P = 1$      too easy question

c. Reliability

It means “consistent”. Reliability refers to the consistency of test scores. Beside of having validity, a good test should have high reliability too. For reliability, the researcher used Alpha formula.

For reliability, the researcher used the formula of K-R. 20 as below<sup>56</sup>:

$$r_{11} = \left( \frac{k}{(k-1)} \right) \cdot \left( \frac{s^2 - \sum pq}{s^2} \right)$$

Notice:

$R_{11}$      : the reliability coefficient of items

$K$      : the number of item in the test

$P$      : the proportion of students who give the right answer

$Q$      : the proportion of students who give the wrong answer

$S^2$      : the standard of deviation of the test

d. Item analysis

After scoring the test, item analysis carries out to find out the effectiveness of the items. It is used to check whether the items fill the requirement of good test item or not. The researcher only analyzed the discriminating power of items. It is explained below:

The Discriminating Power

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<sup>56</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Akasara. 2010). P.101.

Item discriminating power will tell how well the item performs in reparation for the better students from the poorer students. It is used to measure the effectiveness of test items. The formula that used in discriminating power computation as follow:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Notice:

D : discrimination index

JA : member students in upper group

JB : member students on lower group

BA : member of students in upper group who answers the items correctly

BB : member of students in lower group who answers the items correctly

The criteria are:

$D < 0.2$  is poor

$0.2 < D \leq 0.4$  is fair

$0.4 < D \leq 0.7$  is good

$0.7 < D \leq 1.5$  is very good

### 3. Hypothesis Test

To respond the objectives of this study, the researcher examines the data in the following steps to prove the researcher's hypothesis about the difference of students' achievement in teaching modal expression of ability and willingness. Firstly, the researcher gave pre-test and post-test to the experimental and control class. Secondly, the result of tests were scored by using analytic scale. Thirdly, the means of score of two classes is determined. Finally, the result of test was compared by using t-test formula. T-test is used to differentiate

between the students who is taught by using board game and the students who was taught without using board game in teaching modal expression of ability and willingness.

To examine the hypothesis that had stated, these following steps are used.

a. Normality Test

The steps are same with the steps in data analysis technique.

b. Homogenity Test

The steps are also same with the steps in data analysis technique.

c. Hypothesis Test

Proposed hypothetical test in average similarity with the right test is as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

$\mu_1$  : average data from experimental class

$\mu_2$  : average data from control class the formula that used in t-test as follows<sup>57</sup>:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Notice:

$\bar{x}_1$  : average of experimental class

$\bar{x}_2$  : average of control class

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<sup>57</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010). P.138

$N_1$  : number of experimental class  
 $N_2$  : number of control class  
 $S1^2$  : Deviation standard

## **CHAPTER IV**

### **RESEARCH FINDING AND ANALYSIS**

This chapter discusses description of research, analysis data, hypothesis test and discussion of research findings.

#### **A. Description of Research**

This research used quantitative method to analyze the data. The finding of this research describes that there were different result between the students who were taught using Board Game and the students who were not taught using Board Game. The data were obtained by giving pre-test and posttest. Before the items of pre-test and posttest were given to the students, the researcher gave tryout test to tryout class VII A to analyze validity and reliability of each item. The researcher provided 25 items as the instrument of test.

In this research finding, of try out test, the researcher used bi-serial formula to analyze validity and reliability of items test. Pre-test was given in experimental and control class. The questions consist of 20 items were stated valid according to try out test analysis. After giving pre-test, the researcher determined the materials and lesson plan of the teaching learning activities. Pre-test was conducted to experimental and control class to prove that two classes were normal and homogeny.

After knowing the experimental and control class had same variant, the researcher prepared material and make lesson plan before giving treatment for experimental class and lecturing method for control class in teaching learning activity.

After the treatment was given, the researcher gave post test to both experimental and control class. Posttest was given to prove that there were significant result between experimental and control class by hypothesis test which is showed the value of t-test is higher than t table.

## B. Data Analysis and Hypothesis

### 1. Analysis of Try-out Test Instrument

#### a. Validity of instrument

It was mentioned in chapter III, this analysis of validity was used to measure which one of appropriate test instrument. The researcher used bi-serial formula to analysis the data.

It was obtained that from 25 test items, there were 20 test items which were valid and 5 test items which were invalid. The items were invalid because computation result of their rxy value is lower than their r table value.

**Table 4.1 Validity of Each Item**

| No | r table | r count  | Criteria |
|----|---------|----------|----------|
| 1  | 0.349   | 0.460716 | Valid    |
| 2  | 0.349   | 0.459942 | Valid    |
| 3  | 0.349   | 0.428281 | Valid    |
| 4  | 0.349   | 0.397964 | Valid    |
| 5  | 0.349   | 0.431476 | Valid    |
| 6  | 0.349   | 0.565527 | Valid    |
| 7  | 0.349   | 0.397964 | Valid    |
| 8  | 0.349   | 0.649037 | Valid    |
| 9  | 0.349   | 0.74455  | Valid    |
| 10 | 0.349   | 0.498502 | Valid    |

|    |       |          |         |
|----|-------|----------|---------|
| 11 | 0.349 | 0.69411  | Valid   |
| 12 | 0.349 | 0.546427 | Valid   |
| 13 | 0.349 | 0.741368 | Valid   |
| 14 | 0.349 | 0.487354 | Valid   |
| 15 | 0.349 | 0.473738 | Valid   |
| 16 | 0.349 | 0.369147 | Valid   |
| 17 | 0.349 | -0.07062 | Invalid |
| 18 | 0.349 | 0.364451 | Valid   |
| 19 | 0.349 | -0.24714 | Invalid |
| 20 | 0.349 | 0.655763 | Valid   |
| 21 | 0.349 | 0.45399  | Valid   |
| 22 | 0.349 | 0.494345 | Valid   |
| 23 | 0.349 | -0.19168 | Invalid |
| 24 | 0.349 | -0.13334 | Invalid |
| 25 | 0.349 | -0.16245 | Invalid |



From the computation, the result computing validity of the item number 1 was 0.460716 after that, the researcher consulted the result to the table of r product moment with the number subject (N) = 32 and significant level 5 % it is 0.349. Because the result of the computation was higher than r table, the validity index of the item number was considered to be valid. The list of each item validity could be seen in appendix.

b. Reliability of instrument

A goal test must be valid and reliable. Reliability refers to the nation that an instrument can be trusted enough to be used as data collection tool for instrument which has been already good. Reliability was done after validity of item, it was done to find out whether a test had higher critical score and gave the ability or consistency of the test score. The researcher uses the K-R20 formula to measure the reliability of the instrument with the formula below:

$$r_{11} = \left( \frac{k}{(k-1)} \right) \cdot \left( \frac{s^2 - \sum pq}{s^2} \right)$$

Before computing reliability, the researcher had to compute Varian (St2) with the formula below:

$$\begin{aligned} S_t^2 &= \frac{(x - \bar{x})^2}{n-1} \\ &= \frac{327}{31} \\ &= 10.56451613 \end{aligned}$$

The computation of the total variant (S2t) was 8,447126437. after finding the total variant, the researcher computed the reliability of the test as follows:<sup>58</sup>

$$S_t^2 = 10.56451613$$

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<sup>58</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2010). P. 102.

$$K = 32$$

$$\Sigma pq = 2.75$$

$$R_{11} = \frac{32}{32-1} \cdot \frac{10.5645-2.75}{10.5645}$$

$$= 0.763555774$$

From the computation above, it was found out that  $r_{11}$  (the total of reliability test) was 0.7635, if  $r_{11} > 0.7$ , so the test was reliable and if  $r_{11} < 0.7$ , so the test was not reliable. Based on computation, we had found that  $r_{11}$  (the total of reliability test) was 0.7635, it meant  $r_{11} > 0.7$ , so the test was reliable.

c. Difficulty Level

This following was computation of the level difficulty for item number 1 and the other items used the same formula.

The criteria:

$$P = 0.00$$

$$0.00 < p < 0.30 \quad \text{difficult question}$$

$$0.30 < P < 0.70 \quad \text{average question}$$

$$0.70 < P < 1.00 \quad \text{easy question}$$

$$P = 1 \quad \text{too easy question}$$

$$B = 27$$

$$JS = 32$$

$$P = \frac{B}{JS}$$

$$= \frac{27}{32}$$

$$= 0.8438$$

It was proper to say that the index difficulty of the item number 1 above could be said as the easy category, because the calculation result of the item number 1 was in the interval  $0.70 < P < 1.00$ .

After computing 25 items of the try out test, there were 22 items were considered to be easy, 3 items were medium. The whole computation result of difficulty level could be seen in appendix.

d. Discriminating Power

The discriminating power was a measure of the effectiveness of a whole test. The higher and low values of discriminating power were the more effective the test would be. To do analysis, the number of try out subject was divided into 2 groups, upper and lower groups.

The criteria are:

$D < 0.2$  is poor

$0.2 < D \leq 0.4$  is satisfactory

$0.4 < D \leq 0.7$  is good

$0.7 < D \leq 1.5$  is very good

The following was the computation of the discriminating power for the item number 1 and for other items would use the same formula.

$$BA = 16 \quad BB = 11$$

$$JA = 16 \quad JB = 16$$

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$= \frac{16}{16} - \frac{11}{16}$$

$$= 0.3125$$

According to the criteria, the item number 1 above was poor, because the calculation result of the item number 1 was less than 0.20. After computing 25 items try out test, there were 16 items were considered to be poor, 7 items

were satisfactory, and 2 items were good. The result of the discriminating power of each item could be seen appendix.

## 2. Analysis of Pre-test

### a. Normality Test of pre-test

It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. To find out the distribution data was done normality test with Chi- square.

Ho: the data distributes normally

Ha: the data doesn't distribute normally

With the criteria Ho accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$

**Table 4.2**

**The normality result pre-test of experimental class and control classes**

| Class        | Test     | $X^2_{\text{count}}$ | $X^2_{\text{table}}$ | Criteria |
|--------------|----------|----------------------|----------------------|----------|
| Experimental | Pre-test | 8.98054              | 11,0704976<br>9      | Normal   |
| Control      | Pre-test | 7.041790<br>6        |                      | Normal   |

Based on the analysis above it can be seen that t count of both classes were lower than t table ( t count < 2 table), so Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

### b. Homogeneity Test of Pre-test

It was used to know whether experimental group and control group, that were decided, came from population that had relatively same variant or not.

According to the formula in the previous chapter, it is obtained that:

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}} \quad F = \frac{105.8215726}{94.17613636}$$

$$= 1.123655914$$

$$F_{(0,025),(32;31)} = 1.810378954$$

For more detail computation, it could be seen in Appendix. And for more clear, the researcher served table of homogeneity below:

**Table 4.3**  
**The homogeneity result of pre-test of experimental and control classes**

| Class        | Variance ( $S^2$ ) | N  | F <sub>count</sub> | F <sub>table</sub> | Criteria    |
|--------------|--------------------|----|--------------------|--------------------|-------------|
| Experimental | 94.17614           | 33 | 1.123655914        | 1.810378954        | Homogeneous |
| Control      | 105.82157          | 32 |                    |                    |             |

Based on the computation above it was obtained that F count is lower than F table, so  $H_0$  accepted. It can be concluded that data of pre-test from experimental and control class have the same variance.

- c. Testing the similarity of Average of the Initial Data between Experimental and Control Classes.

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

Where:

$\mu_1$ : average data or experimental group

$\mu_2$ : average data of control group

According to the formula above, it is obtained that:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{count}} = \frac{58.63636 - 61.7188}{9.6283 \sqrt{\frac{1}{33} + \frac{1}{32}}}$$

$$= -1.243$$

$$= 2.000$$

For more detail computation, it could be seen in Appendix. And for more clear, the researcher served table of average similarity below:

**Table 4.4**

**The average similarity test of pre-test of experimental and control classes**

| Source of variance     | Experimental | Control     | Criteria           |
|------------------------|--------------|-------------|--------------------|
| Sum                    | 1935         | 1975        | Ho Accepted (same) |
| N                      | 33           | 32          |                    |
| Average                | 58.63636364  | 61.71875    |                    |
| Variance ( $S^2$ )     | 94.17613636  | 105.8215726 |                    |
| Standard Deviation (S) | 9.704439003  | 10.28696129 |                    |

With  $\alpha = 5\%$  and  $d.f = 33 + 32 - 2 = 63$ , obtained t table = 2.000. From the result of calculation t-test, t count = -1.243. Because t count was lower than t table (-1.243 < 2.000), so  $H_0$  is accepted. It meant that both of classes were homogenous.

3. Post-test
  - a. Normality test

Ho: the data distributes normally

Ha: the data doesn't distribute normally

With the criteria Ho accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$

**Table 4.5**

**The normality result of post-test in experimental and control classes**

| Class        | Test      | $X^2_{\text{count}}$ | $X^2_{\text{table}}$ | Criteria |
|--------------|-----------|----------------------|----------------------|----------|
| Experimental | Post-test | 9.501062<br>7        | 11.070497<br>69      | Normal   |
| Control      | Post-test | 7.348916<br>17       |                      | Normal   |

Based on analysis above, it can be seen that 2 count of both of classes are lower than 2 table ( $2_{\text{count}} < 2_{\text{table}}$ ) so Ho accepted. The conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

According to the formula in the previous chapter, it is obtained that:

$$F = \frac{S_{\text{besar}}}{S_{\text{kecil}}} \quad F = \frac{226.3064156}{157.7575758} = 1.434520343$$

$$F_{(0,025),(32;31)} = 1.810378954$$

For more detail computation, it could be seen in Appendix. And for more clear, the researcher served table of homogeneity below:

**Table 4.6**

**The homogeneity result of post-test in experimental and control classes**

| Class            | Varianc<br>e ( $S^2$ ) | N  | F <sub>count</sub> | F <sub>table</sub> | Criteria       |
|------------------|------------------------|----|--------------------|--------------------|----------------|
| Experime<br>ntal | 157.757<br>576         | 33 | 1.4345<br>2034     | 1.81037<br>895     | Homogen<br>ous |
| Control          | 226.306<br>45          | 32 |                    |                    |                |

Based on computation above it is obtained that F count was lower than F table, So  $H_0$  accepted. It can be concluded that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test of both of class. To test the difference of average used t-test<sup>59</sup>.

$H_0: \mu_1 \leq \mu_2$ : (it meant there was no significant difference between the students who were taught by using Board Game in learning modal expressions of ability and willingness and who were not taught by it.)

$H_a: \mu_1 > \mu_2$ : (it meant there was no significant difference between the students who were taught by using Board Game in learning modal expressions of ability and willingness and who were not taught by it.)

**Table 4.7**  
**The result of computation T-test**

| Class            | N  | Averag<br>e  | Varian<br>ce ( $S^2$ ) | Standard<br>of<br>Deviation | t <sub>count</sub> | t <sub>table</sub> | Criteri<br>a    |
|------------------|----|--------------|------------------------|-----------------------------|--------------------|--------------------|-----------------|
| Experime<br>ntal | 33 | 79.151<br>52 | 157.75<br>8            | 12.56016                    | 2.41<br>1          | 1.67<br>1          | $H_a$<br>accept |

<sup>59</sup> Moch. Idhoci Anwar, *Dasar-Dasar Statistika*, (Bandung: Alfabeta, 2008). P. 178.



|         |    |        |         |          |  |  |    |
|---------|----|--------|---------|----------|--|--|----|
| Control | 32 | 70.875 | 226.306 | 15.04349 |  |  | ed |
|---------|----|--------|---------|----------|--|--|----|

Based on the computation above, it is obtained that average of post-test of the experimental class who was taught by using Board Game was 79.15152 and standard deviation (S) was 12.56016. The average of post-test of the control class who were not taught by using Board Game was 70.875 and the standard deviation (S) was 15.04349. With  $d.f = 33 + 32 - 2 = 63$  by  $\alpha = 5\%$ , so it was obtained  $t_{table}$  and  $t_{count}$ , after computation, the researcher found out that  $t_{count} > t_{table}$ . It meant  $H_0$  was rejected and  $H_a$  was accepted.

### C. Discussion of Research Finding

The average score of experimental and control class

**Table 4.8**

**The average of experimental and control class**

| No | Class        | The Average of Pre-test | The Average of Post-test |
|----|--------------|-------------------------|--------------------------|
| 1  | Experimental | 58.64                   | 79.15                    |
| 2  | Control      | 61.72                   | 70.87                    |

The score showed that the student's achievement was increased. The percentage of post test score of experimental was higher than control class.

The analysis of normality test showed that experimental and control classes are distributed normally. The homogeneity test data on the pre-test was also homogeneous. It concludes that the ability of the students both of class was similar before getting the treatment.

The result of post-test score of experimental class was 79.15 which were higher than average of control class.

From the result of hypothesis test obtained that  $t_{count} = 2.411$ , while the standard error table 5% with  $df = 63$  is 1.671. It showed  $t$

$\text{count} > t_{\text{table}}$ . So, there was a degree of effectiveness between experimental class and control class.  $H_a$  is accepted, it means board game is effective to teach modal expressions of ability and willingness.

From the description of result above, it can be concluded that board game gives positives way on the students learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses about conclusion of research and some suggestion for English teacher and the next researcher.

#### **A. Conclusion**

Based on the finding and discussion in chapter IV, the average score of experimental class was 76.85 and the average score of control class was 70.87 in the posttest. Meanwhile the pre-test average score for experimental class was 58.64 and for the control class was 61.72. It can be concluded that using board game to teach modal expressions of ability and willingness is effective. It is proved by result of t-test. The t-test showed that  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  ( $2.411 > 1.671$ ). It means that  $H_a$  is accepted and  $H_o$  is rejected. Since the  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  there is a degree of effectiveness in the achievement between students in class VIII F who were taught by using Board Game and students in class VIII G who were taught without Board Game.

#### **B. Suggestion**

In the teaching modal expressions of ability and willingness, the teacher should create an interesting and enjoyable atmosphere. Because that was the basic things that had to be noticed in order to get attention in teaching-learning process, so that students could be more active and interested. English teachers should be creative. They could support teaching-learning process by media or technique that was suitable with the material. Teacher could use media such as game was useful to attract students' interest and their activeness. Board Game could be a good option in teaching modal expressions of ability and willingness. Student didn't play game but also they could identify some sentences that checked their understanding. Board Game that used in the teaching modal expressions of ability

and willingness could raise students' interest in grammar and also knowledge. It could be seen from students' activeness in the class. If the students had a high interest, the teacher would not be difficult to teach the lesson.

The researcher hopes that the school could support teachers to create enjoyable, fun and interesting teaching-learning process such as using board game in the teaching modal expressions of ability and willingness. So, this research could improve students' grammar especially in modal expressions of ability and willingness.

Then, this thesis was served to the readers. The researcher realizes that it hadn't been perfect. The researcher hoped any suggestion and criticisms to make it perfect. The researcher hopes that it could be useful to the readers. Amin.

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## Appendix 1

### LESSON PLAN For Experimental Class

|                |                                      |
|----------------|--------------------------------------|
| School         | : MTs Mathalubul Huda Mlonggo Jepara |
| Class          | : VIII (Eighth)                      |
| Subject        | : English                            |
| Topic          | : We can do it                       |
| Skill          | : Writing                            |
| Time Allotment | : 4 x 40 minutes                     |

#### A. Core Competence

CC (1) Respect and comprehend the teaching of their religion.

CC (2) Respect and appreciate the honest behaviour, discipline, polite, care (mutual-cooperation, tolerance and peaceful) behaviour, responsible, responsive, and pro-active in interacting effectively with children's development in the environment, family, school, community and the natural environment around, nation, state, regional, and international area.

CC (3) Understand, apply, and analyse factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge in the

field of specific studies in accordance with his talents and interests to solve problems

CC (4) Exploring, associating, and communicating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules

B. Basic Competence

Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to ability and willingness to take action according to the context of its use. (Pay attention to modal “can”) language elements

C. Indicators

1. Mentioning expressions of stating and asking for ability
2. Responding to expressions of stating and asking for ability
3. Identifying social functions and linguistic elements of expression of ability.
4. Identifying the formula of modal expression of ability.

D. Learning Aims

1. Students are able to express ability
2. Students are able to use modal expression of ability appropriately
3. Students are able to change sentence into positive, negative, and interrogative form

E. Learning Material

1. The dialogue about expression of ability

Wildan: Hi, Jonathan! How are you today?

Jonathan: Oh, Hi Wildan...! I'm fine, thanks.

Wildan: Do you have any planning for tomorrow?

Jonathan: No, I haven't, why?

Wildan: Would you like to going with me to my uncle's house?

Jonathan: Of course, I would.

Wildan: But, can you drive a car?

Jonathan: "Don't worry, It's easy. eI've took a course and got a driving license, but I can not drive a big car."

Wildan: It doesn't matter, my car is a carry. So, you don't need to drive a big car.

2. The usages of modal *can* is to express ability/capability or polite request

a. The pattern of modal *can* for verbal sentence.

( + ) S + can + V1 + ( Object )

( - ) S + can + not + V1 + ( Object )

( ? ) Can + S + V1 + ( Object ) ?

( + ) She can play a guitar

( - ) She can not/can't play a guitar

( ? ) Can she play a guitar?

b. The pattern of modal *can* for nominal sentence.

(+) S + Can + Be + Complement (nouns, adjective, or adverb)

(-) S + Can + NOT + Be + Complement (nouns, adjective, or adverb)

(?) Can + S + Be + Complement (nouns, adjective, or adverb)?

for examples:

(+) I can be a teacher.

(-) I can not/can't be a teacher

(?) Can I be a teacher?

F. Method

- Learning approach : Scientific Approach
- Learning Method : Cooperative Learning

G. Media

- Board game

H. Tool

- Whiteboard
- Board marker
- LCD projector

I. Source

- <https://www.itapuih.com/2017/08/expressing-ability-and-disability.html>
- Azar, Betty Schampfer.2006. *Understanding and Using English Grammar Third Edition*. United States of America.
- Kementrian Pendidikan dan Kebudayaan.2017. Bahasa Inggris “*When English Rings a Bell*” SMP/MTs Kelas VIII. Jakarta: Kementrian Pendidikan dan Kebudayaan.

J. Learning Activity

| Activities   | Scientific Approach Phase | Teacher's Instruction                                   | Time      |
|--------------|---------------------------|---|-----------|
| Pre-Activity |                           | 1. Teacher greets students<br>2. Teacher leads students | 8 minutes |

|               |             |   |            |
|---------------|-------------|---|------------|
|               |             | to pray<br>3. Teacher checks students' attendance<br>4. Teacher asks the material on previous meeting   |            |
| Main-Activity | Observing   | 1. Teacher shows a dialogue about ability to students<br>2. Teacher lets students to read the dialogue in pairs<br>3. Teacher asks students to find out expression of stating ability and asking ability from the dialogue<br>4. Teacher confirms which one is stating ability/inability and asking for ability | 20 minutes |
|               | Questioning | 1. Teacher allows students to ask about question in the dialogue  | 5 minutes  |
|               | Exploring   | 1. Teacher gives explanation related to the question by using board game as media   | 40 minutes |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>First step:</p> <ul style="list-style-type: none"> <li>- Students are divided into 7-8 groups</li> <li>- Teacher provides random words on snake and ladder game that have to be arranged into 5 good sentences (modal of ability)</li> <li>- The students have to arrange random words based on the number on the dice that have been rolled. (<b>worksheet 1</b>)</li> <li>- If the answer is correct, they are allowed to roll the dice and answer once more.</li> <li>- Teacher corrects the sentences</li> <li>- The player who has finished the game earliest is the winner.</li> </ul> <p>Second step:</p> <ul style="list-style-type: none"> <li>- Students are asked to identify and write (subject, modal,</li> </ul> |  |
|--|--|---|--|

|         |  |   |           |
|---------|--|---|-----------|
|         |  | <p>verb, object) of the sentences from the player's answer.</p> <ul style="list-style-type: none"> <li>- Teacher confirms the answer</li> <li>- Teacher explains component of sentence and pattern of modal expression of ability</li> </ul> <p>2. Students are given opportunity to ask the question.</p> <p><b>(Independent)</b></p>  |           |
| Closing |  | <ol style="list-style-type: none"> <li>1. Teacher asks students about what did they learn. Then, teacher explains the benefits of asking and stating ability expressions in daily life.</li> <li>2. Teacher and students conclude the material together.</li> <li>3. Students listen to the teacher's message to prepare the material to be learned in the next meeting.</li> <li>4. Students pray to end the learning activity.</li> </ol> | 7 minutes |



|  |  |   |  |
|--|--|---|--|
|  |  | <b>(Religious)</b><br>5. Teacher greets students. |  |
|--|--|---|--|

Next meeting

| Activities    | Scientific Approach Phase | Teacher's Instruction   | Time       |
|---------------|---------------------------|---|------------|
| Pre-Activity  |                           | 1. Teacher greets students<br>2. Teacher leads students to pray<br>3. Teacher checks students' attendance<br>4. Teacher asks the pattern of modal expression of ability in positive, negative, and interrogative form on previous meeting | 10 minutes |
| Main-Activity | Associating               | 1. Teacher leads students to distinguish of stating ability/stating inability and asking for ability <b>(worksheet 2)</b><br>2. Students do the worksheet in pairs  | 20 minutes |
|               | Communicating             | 1. Teacher confirms students' answer  | 10 minutes |
|               | Creating                  | 1. Teacher provides 7   | 20         |

|         |  |  |           |
|---------|--|--|-----------|
|         |  | <p>verbs on a white board<br/><b>(worksheet 3)</b></p> <p>2. Every student may choose 5 verbs and make the sentences into positive, negative, and interrogative by using modal expression of ability.</p> <p>3. Teacher corrects students' answers.</p>  | minutes   |
| Closing |  | <p>1. Teacher asks students about what did they learn. Then, teacher explains the benefits of asking and stating ability expressions in daily life.</p> <p>2. Teacher and students conclude the material together.</p> <p>3. Students listen to the teacher's message to prepare the material to be learned in the next meeting.</p> <p>4. Students pray to end the learning activity.<br/><b>(Religious)</b></p> <p>5. Teacher greets students.</p> | 7 minutes |

## Worksheet 1 (for practicing board game)

Arrange the words into good sentence!

1. make – a cup of coffee - ? – you – can
2. she – climb – a mangoes tree – can
3. can – you – not – sweep – the floor
4. can - ? – me – hear – they
5. write – can – my brother – a song – write
6. I – not – speak – Javanese – fluently
7. a car – drive – Imam – can - ?
8. my clothes – iron – can – Bryan
9. clean – the window – she – can
10. he – not – can – a piano – play
11. be - ? – you – can – a teacher
12. he – faster – run- than – me – can
13. ? – they – rice – cook – can
14. not – can – Aziz – well – swim
15. I – English – song – sing – can – not
16. not – can – Rizal – a
17. motorcycle – ride
18. she – can – dance – kecak dance - ?
19. can – paint – he – a mountain
20. can – not – they – build – a big house
21. his clothes – he – wash – can
22. Andi and Farid – arrange – well - the sentences – can - ?
23. he – can - cut – his hair – not
24. she - ? – can – wash – her clothes
25. you – jump – higher than me - can
26. make – he – a kite – can
27. count – secretary - ? – can – quickly

28. professor – create – can – a smart robot

29. can – she – ride – a bicycle – not

K. Learning Outcomes Assessment

a. Attitude :

1. Aspect: Students' confidence in the class.

2. Scoring

| Aspect     | Indicators   | Score |
|------------|--|-------|
| Confidence | Student always asks and answers question to teacher    | 4     |
|            | Student asks and answers question to teacher           | 3     |
|            | Student sometimes asks and answers question to teacher | 2     |
|            | Student seldom asks and answers question to teacher    | 1     |

Note : 4 = very good, 3 = good, 2 = enough, 1 = less.

b. Knowledge

1. Aspect: Distinguishing of stating ability/stating inability and asking for ability related the sentence.

2. Lattice instrument

| Material              | Indicators  | Form of assessment |
|-----------------------|---|--------------------|
| Expression of Ability | Determine stating ability/stating inability and asking for ability related the sentence | Distinguish test   |

3. Instrument: Worksheet 2

Please determine stating ability/stating inability and asking for ability related the sentences below!

1. You can not climb a mangoes tree
2. Can you make a cup of coffee?
3. She can speak English well
4. I can not dive 10 meters under water
5. Ryan can sweep the floor
6. Thief can not steal my wallet
7. Can they fix my motorcycle?
8. Can Rita be a teacher?
9. Can she drive a truck?
10. He can not play a violin

4. Scoring Guide

Every number has score 10, so the total is  $10 \times 10 = 100$

c. Skill:

1. Aspect : Creating sentence into positive, negative, and interrogative form
2. Lattice Instrument

| Material                    | Indicators  | Form of Assessment |
|-----------------------------|---|--------------------|
| Modal Expression of Ability | Choose only some verbs and create the sentences that have provided into positive, negative, and interrogative form by using modal expression of ability | Product Assessment |
|                             | Using verbal pattern of modal expression of ability   |                    |

|  |  |  |
|--|--|--|
|  | The content words in the sentence are interconnected |  |
|--|--|--|

3. Instrument : worksheet 3
4. Choose only 5 verbs that have provided and create the sentences into positive, negative, and interrogative form by using modal of ability
  1. Play
  2. Make
  3. Fix
  4. Speak
  5. Cook
  6. Ride
  7. Speak
5. Scoring Guide  
Every number has score 20, so the total is  $20 \times 5 = 100$

#### L. Remedial Learning and Enrichment

- a. Remedial Learning Program, carried out with 2 alternatives:
  1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score
  2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.
- b. Enrichment Learning Program  
The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial score is obtained from process until the final score. The final score after remedial for the knowledge aspect is calculated by replacing the incomplete indicator score with the remedial outcome indicator score, which is processed based on the mean score of all KD.
2. The final score after remedial for the skill aspect is taken from the KD optimal score.
3. Assessment of enrichment activities are not the same as ordinary learning activities. It must be sufficient in the form of portfolios, and must be scored more than normal students.

## LESSON PLAN For Experimental Class

|                |                                      |
|----------------|--------------------------------------|
| School         | : MTs Mathalubul Huda Mlonggo Jepara |
| Class          | : VIII (Eighth)                      |
| Subject        | : English                            |
| Topic          | : We will do it                      |
| Skill          | : Writing                            |
| Time Allotment | : 4 x 40 minutes                     |

### A. Core Competence

CC (1) Respect and comprehend the teaching of their religion.

CC (2) Respect and appreciate the honest behaviour, discipline, polite, care (mutual-cooperation, tolerance and peaceful) behaviour, responsible, responsive, and pro-active in interacting effectively with children's development in the environment, family, school, community and the natural environment around, nation, state, regional, and international area.

CC (3) Understand, apply, and analyse factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge in the field of specific studies in accordance with his talents and interests to solve problems

CC (4) Exploring, associating, and communicating in the realm of concrete and abstract realms related to the development of the self-



study in school independently, and being capable of using methods according to scientific rules

B. Basic Competence

Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to ability and willingness to take action according to the context of its use. (Pay attention to modal “can”) language elements

C. Indicators

1. Mentioning expressions of stating and asking for willingness
2. Respond to expressions of stating and asking for willingness
3. Identify social functions and linguistic elements of expression of willingness.
4. Identify the formula of modal expression of willingness.

D. Learning Aims

1. Students are able to express willingness
2. Students are able to use modal expression of willingness appropriately
3. Students are able to change positive, negative, and interrogative form

E. Learning Material

1. The dialogue about expression of willingness

Jennie : Would you help me for a minute, please?

Lisa : Of course. What do you want me to do?

Jennie : Will you hold this box? I’m going to look for the key to the door.

Lisa : Okay, give it to me. I will hold it for you. Ugh!  
What’s in the box? It’s heavy.

Jennie : Just the things we need for the picnic tomorrow.  
 Lisa : Oh, well, hurry up and open the door. I told you  
 thing's heavy.  
 Jennie : Wait.... I can't find the key. Do you have it?  
 Lisa : Oh, right. You gave the key to me before. Hold the  
 box, please. I will open the door

2. The usages of modal *will* is to express ability/capability or polite request
  - a. The pattern of modal can for verbal sentence.

( + ) S + Will + V1 + ( Object )

( - ) S + Will + Not + V1 + ( Object )

( ? ) Will + S + V1 + ( Object ) ?

( + ) She will bring my book

( - ) She will not/won't bring my book

( ? ) Will she bring my book?

- b. The pattern of modal *will* for nominal sentence.

(+) S + Will + Be + Complement (nouns, adjective, or adverb)

(-) S + Will + Not + Be + Complement (nouns, adjective, or adverb)

(?) Will + S + Be + Complement (nouns, adjective, or adverb)?

for examples:

- (+) I will be your friend
- (-) I will not/won't be your friend
- (?) Will I be your friend?

F. Method

- Learning approach : Scientific Approach
- Learning Method : Cooperative Learning

G. Media

- Board game

H. Tool

- Whiteboard
- Board marker
- LCD projector

I. Source

- Azar, Betty Schampfer.2006. *Understanding and Using English Grammar Third Edition*. United States of America.
- Kementrian Pendidikan dan Kebudayaan.2017. Bahasa Inggris “*When English Rings a Bell*” SMP/MTs Kelas VIII. Jakarta: Kementrian Pendidikan dan Kebudayaan.

J. Learning Activity

| Activities   | Scientific Approach Phase | Teacher's Instruction  | Time      |
|--------------|---------------------------|--|-----------|
| Pre-Activity |                           | 1. Teacher greets students<br>2. Teacher leads students to pray<br>3. Teacher checks students' | 8 minutes |

|               |             |   |            |
|---------------|-------------|---|------------|
|               |             | <p>attendance</p> <p>4. Teacher asks the material on previous meeting</p>   |            |
| Main-Activity | Observing   | <p>1. Teacher shows a dialogue about willingness to students</p> <p>2. Teacher lets students to read the dialogue in pairs</p> <p>3. Teacher asks students to find out expressions of stating willingness and asking willingness from the dialogue</p> <p>4. Teacher confirms which one is stating willingness/unwillingness and asking for willingness</p> | 20 minutes |
|               | Questioning | <p>1. Teacher allows students to ask about question in the dialogue</p>   | 5 minutes  |
|               | Exploring   | <p>1. Teacher gives explanation related to the question by using board game as media</p> <p>First step:</p> <ul style="list-style-type: none"> <li>- Students are divided into 7-8 groups</li> </ul>  | 40 minutes |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>- Teacher provides random words on snake and ladder game that have to be arranged into 5 good sentences (modal of ability)</li> <li>- The students have to arrange random words based on the number on the dice that have been rolled.</li> </ul> <p><b>(worksheet 1)</b></p> <ul style="list-style-type: none"> <li>- If the answer is correct, they are allowed to roll the dice and answer once more</li> <li>- Teacher corrects the sentences</li> <li>- The player who has finished the game earliest is the winner.</li> </ul> <p>Second step:</p> <ul style="list-style-type: none"> <li>- Students are asked to identify and write (subject, modal, verb, object) of the sentences from the player's answer.</li> <li>- Teacher confirms the answer</li> <li>- Teacher explains</li> </ul> |  |
|--|--|---|--|

|         |  |  |           |
|---------|--|--|-----------|
|         |  | <p>component of sentence and pattern of modal expression of willingness</p> <p>2. Students are given opportunity to ask the question. <b>(Independent)</b></p>   |           |
| Closing |  | <p>1. Teacher asks students about what did they learn. Then, teacher explains the benefits of asking and stating willingness in daily life.</p> <p>2. Teacher and students conclude the material together.</p> <p>3. Students listen to the teacher's message to prepare the material to be learned in the next meeting.</p> <p>4. Students pray to end the learning activity. <b>(Religious)</b></p> <p>5. Teacher greets students.</p> | 7 minutes |

Next meeting

| Activities | Scientific Approach | Teacher's Instruction | Time |
|------------|---------------------|-----------------------|------|
|------------|---------------------|-----------------------|------|

|               | Phase         |   |            |
|---------------|---------------|---|------------|
| Pre-Activity  |               | <ol style="list-style-type: none"> <li>1. Teacher greets students</li> <li>2. Teacher leads students to pray</li> <li>3. Teacher checks students' attendance</li> <li>4. Teacher asks the pattern of modal expression of willingness in positive, negative, and interrogative form on previous meeting</li> </ol> | 10 minutes |
| Main-Activity | Associating   | <ol style="list-style-type: none"> <li>1. Teacher leads students to distinguish of stating willingness, stating unwillingness and asking for willingness <b>(worksheet 2)</b></li> <li>2. Students do the worksheet in pairs</li> </ol>   | 20 minutes |
|               | Communicating | <ol style="list-style-type: none"> <li>1. Teacher confirms students' answer</li> </ol>  | 10 minutes |
|               | Creating      | <ol style="list-style-type: none"> <li>1. Teacher provides 7 verbs on a white board <b>(worksheet 3)</b></li> <li>2. Every student may choose 5 verbs and make the sentences into positive, negative, and interrogative by using</li> </ol>   | 20 minutes |

|         |  |   |           |
|---------|--|---|-----------|
|         |  | <p>modal expression of willingness.</p> <p>3. Teacher corrects students' answers.</p>   |           |
| Closing |  | <p>1. Teacher asks students about what did they learn. Then, teacher explains the benefits of asking and stating ability expressions in daily life.</p> <p>2. Teacher and students conclude the material together.</p> <p>3. Students listen to the teacher's message to prepare the material to be learned in the next meeting.</p> <p>4. Students pray to end the learning activity.</p> <p><b>(Religious)</b></p> <p>5. Teacher greets students.</p> | 7 minutes |

### Worksheet 1

Arrange the words into good sentence!

1. me - wait for - she will
2. will - take - they - rina's book



3. he - not - will - lend - my book
4. will - a teacher - me - homework – give
5. my bicycle - will - my father - fix - ?
6. lend – you – will – a phone – me
7. I – pick up – my father – will
8. tell – will – they - ? – a story
9. will – not – teach – Ryan – mathematic
10. will – accompany – me – you - ?
11. she – explain – not – will – the use of printer
12. open – the door – Ana - ? - will
13. a book – close – they – will
14. clean – she – will – my glasses
15. Andrew – will – sweep – the floor - ?
16. the flower – water – not – will – she
17. turn on – I – will – a fan
18. turn of – my friend – not – will – the lamp
19. they – take – will - ? – my book
20. you – copy - ? – my question
21. she – count- will – not – my money
22. throw – the rubbish – you – will
23. give – will – teacher – an advice
24. ? - you – will – buy – his book
25. you – will – look for – my wallet – not
26. they – arrange - ? – will – the sentence
27. paint – he – will – my face
28. slice – not – an onion – she – will
29. Tito – will – my fan – fix
30. ? – present – my presentation - I
31. Ilham – speech – will – in front of class
32. Talk about – they – will – not – a new technology
33. answer - ? – will – the students – my question

## K. Learning Outcomes Assessment

### a. Attitude :

1. Aspect : Students' confidence in the class.
2. Scoring

| Aspect     | Indicators   | Score |
|------------|--|-------|
| Confidence | Student always asks and answers question to teacher    | 4     |
|            | Student asks and answers question to teacher           | 3     |
|            | Student sometimes asks and answers question to teacher | 2     |
|            | Student seldom asks and answers question to teacher    | 1     |

Note : 4 = very good, 3 = good, 2 = enough, 1 = less.

### b. Knowledge

1. Aspect: Distinguishing of stating willingness/stating unwillingness and asking for willingness related the sentence.
2. Lattice instrument

| Material                  | Indicators   | Form of assessment  |
|---------------------------|--|---------------------|
| Expression of Willingness | stating willingness/<br>stating unwillingness<br>and asking for<br>willingness related the<br>sentence | Distinguish<br>test |

3. Instrument: Worksheet 2  
Please stating willingness/stating unwillingness and asking for willingness related the sentence below!

1. You will pick me up.
  2. Will she lend me her book?
  3. They will open the windows
  4. I will return your book
  5. Ryan will sweep the floor
  6. Andre will not put his glasses
  7. Will they fix my wash machine?
  8. Will Rena help her teacher?
  9. Will he drive a truck?
  10. He will not play his drum
4. Scoring Guide
- Every number has score 10, so the total is  $10 \times 10 = 100$

c. Skill:

1. Aspect : Creating sentence into positive, negative, and interrogative form
2. Lattice Instrument

| Material                        | Indicators  | Form of Assessment |
|---------------------------------|---|--------------------|
| Modal Expression of Willingness | Choose only some verbs and create the sentences that have provided into positive, negative, and interrogative form by using modal expression of willingness | Product Assessment |
|                                 | Using verbal pattern of modal expression of willingness   |                    |
|                                 | The content words in the sentence are   |                    |

|  |                |  |
|--|----------------|--|
|  | interconnected |  |
|--|----------------|--|

3. Instrument : worksheet 3

Choose only 5 verbs that have provided and create the sentences into positive, negative, and interrogative form by using modal of willingness

1. Clean
2. Water
3. Fix
4. Pick up
5. Cook
6. Bring
7. Sweep

4. Scoring Guide

Every number has score 20, so the total is  $20 \times 5 = 100$

L. Remedial Learning and Enrichment

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score
2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial score is obtained from process until the final score. The final score after remedial for the knowledge aspect is calculated by replacing the incomplete indicator score with the remedial outcome indicator score, which is processed based on the mean score of all KD.
2. The final score after remedial for the skill aspect is taken from the KD optimal score.
3. Assessment of enrichment activities are not the same as ordinary learning activities. It must be sufficient in the form of portfolios, and must be scored more than normal students.

Jepara, 7<sup>th</sup> March 2020

Approved by,  
English Teacher

Researcher

Muhammad Abdul Majid

Dewi Andriyani, S.Pd

## LESSON PLAN For Control Class

|                |                                      |
|----------------|--------------------------------------|
| School         | : MTs Mathalubul Huda Mlonggo Jepara |
| Class          | : VIII (Eighth)                      |
| Subject        | : English                            |
| Topic          | : We can do it                       |
| Skill          | : Writing                            |
| Time Allotment | : 4 x 40 minutes                     |

### A. Core Competence

CC (1) Respect and comprehend the teaching of their religion.

CC (2) Respect and appreciate the honest behaviour, discipline, polite, care (mutual-cooperation, tolerance and peaceful) behaviour, responsible, responsive, and pro-active in interacting effectively with children's development in the environment, family, school, community and the natural environment around, nation, state, regional, and international area.

CC (3) Understand, apply, and analyse factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge in the field of specific studies in accordance with his talents and interests to solve problems.

CC (4) Exploring, associating, and communicating in the realm of concrete and abstract realms related to the development of the self-

study in school independently, and being capable of using methods according to scientific rules

B. Basic Competence

Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to ability and willingness to take action according to the context of its use. (Pay attention to the “can”) language elements

C. Indicators

1. Mentioning expressions of stating and asking for ability
2. Respond to expressions of stating and asking for ability
3. Identify social functions and linguistic elements of expression of ability.
4. Identify the formula of modal expression of ability.

D. Learning Aims

1. Students are able to express ability
2. Students are able to use modal expression of ability appropriately
3. Students are able to change sentence into positive, negative, and interrogative form

E. Learning Material

1. The dialogue about expression of ability

Wildan: Hi, Jonathan! How are you today?

Jonathan: Oh, Hi Wildan...! I'm fine, thanks.

Wildan: Do you have any planning for tomorrow?

Jonathan: No, I haven't, why?

Wildan: Would you like to going with me to my uncle's house?

Jonathan: Of course, I would.

Wildan: But, can you drive a car?

Jonathan: "Don't worry, It's easy. I've took a course and got a driving license, but I can not drive a big car."

Wildan: It doesn't matter, my car is a carry. So, you don't need to drive a big car.

2. The usages of modal *can* is to express ability/capability or polite request
  - a. The pattern of modal *can* for verbal sentence.

( + ) S + can + V1 + ( Object )

( - ) S + can + not + V1 + ( Object )

( ? ) Can + S + V1 + ( Object ) ?

( + ) She can play a guitar

( - ) She can not/can't play a guitar

( ? ) Can she play a guitar?

- b. The pattern of modal *can* for nominal sentence.

(+) S + Can + Be + Complement (nouns, adjective, or adverb)

(-) S + Can + NOT + Be + Complement (nouns, adjective, or adverb)

(?) Can + S + Be + Complement (nouns, adjective, or adverb)?

for examples:



- (+) I can be a teacher.
- (-) I can not/can't be a teacher
- (?) Can I be a teacher?<sup>60</sup>

#### F. Method

- Learning approach : Scientific Approach
- Learning Method : Cooperative Learning

#### G. Media

- Hand book
- Worksheet

#### H. Tool

- Whiteboard
- Board marker
- LCD projector

#### I. Source

- <https://www.itapuih.com/2017/08/expressing-ability-and-disability.html>
- Azar, Betty Schampfer.2006. *Understanding and Using English Grammar Third Edition*. United States of America.
- Kementerian Pendidikan dan Kebudayaan.2017. Bahasa Inggris “*When English Rings a Bell*” SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

#### J. Learning Activity

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<sup>60</sup> Azar, Betty Schampfer.2006. *Understanding and Using English Grammar Third Edition*. United States of America.

| <b>Activities</b> | <b>Scientific Approach Phase</b> | <b>Teacher's Instruction</b>  | <b>Time</b> |
|-------------------|----------------------------------|---|-------------|
| Pre-activity      |                                  | <ol style="list-style-type: none"> <li>1. Teacher greets students</li> <li>2. Teacher leads students to pray</li> <li>3. Teacher checks students' attendance</li> <li>4. Teacher asks the material on previous meeting</li> </ol>   | 8 minutes   |
| Main-Activity     | Observing                        | <ol style="list-style-type: none"> <li>1. Teacher shows a dialogue about ability to students</li> <li>2. Teacher lets students to read the dialogue in pairs</li> <li>3. Teacher asks students to find out expression of stating ability and asking ability from the dialogue</li> <li>4. Teacher confirms which one is stating ability/inability and asking for ability</li> </ol> | 20 minutes  |
|                   | Questioning                      | <ol style="list-style-type: none"> <li>1. Teacher allows students to ask about</li> </ol>   | 5 minutes   |

|  |           |  |            |
|--|-----------|--|------------|
|  |           | question in the dialogue   |            |
|  | Exploring | <p>1. Teacher gives explanation related to the question of worksheet</p> <p>First step:</p> <ul style="list-style-type: none"> <li>- Students is divided into 6-7 groups</li> <li>- Teacher provides random words that have to be arranged into 15 good sentences (modal of ability) (<b>worksheet 1</b>)</li> <li>- Students do the worksheet 1</li> </ul> <p>Second step:</p> <ul style="list-style-type: none"> <li>- Students are asked to identify and write (subject, modal, verb, object) of the sentences</li> <li>- Teacher confirms the answer</li> <li>- Teacher explains component of sentence and pattern of modal expression of ability</li> </ul> | 30 minutes |

|         |  |  |           |
|---------|--|--|-----------|
|         |  | 2. Students are given opportunity to ask the question.<br><b>(Independent)</b>   |           |
| Closing |  | 1. Teacher and students conclude the material together.<br>2. Students listen to the teacher's message to prepare the material to be learned in the next meeting.<br>3. Students pray to end the learning activity.<br><b>(Religious)</b><br>4. Teacher greets students. | 7 minutes |

#### Next meeting

| Activities   | Scientific Approach Phase | Teacher's Instruction   | Time       |
|--------------|---------------------------|---|------------|
| Pre-Activity |                           | 1. Teacher greets students<br>2. Teacher leads students to pray<br>3. Teacher checks students' attendance<br>4. Teacher asks the pattern of modal | 10 minutes |

|               |               |  |            |
|---------------|---------------|--|------------|
|               |               | expression of ability in positive, negative, and interrogative form on previous meeting  |            |
| Main-Activity | Associating   | <ol style="list-style-type: none"> <li>1. Teacher leads students to distinguish of stating ability/stating inability and asking for ability (<b>worksheet 2</b>)</li> <li>2. Students do the worksheet in pairs</li> </ol>   | 20 minutes |
|               | Communicating | <ol style="list-style-type: none"> <li>1. Teacher confirms students' answer</li> </ol>   | 10 minutes |
|               | Creating      | <ol style="list-style-type: none"> <li>1. Teacher provides 7 verbs on a white board (<b>worksheet 3</b>)</li> <li>2. Every student may choose 5 verbs and make the sentences into positive, negative, and interrogative by using modal expression of ability.</li> <li>3. Teacher corrects students' answers.</li> </ol> | 20 minutes |
| Closing       |               | <ol style="list-style-type: none"> <li>1. Teacher asks students about what did they learn. Then, teacher explains the benefits of</li> </ol>   | 7 minutes  |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>asking and stating ability expressions in daily life.</p> <p>2. Teacher and students conclude the material together.</p> <p>3. Students listen to the teacher's message to prepare the material to be learned in the next meeting.</p> <p>4. Students pray to end the learning activity.</p> <p><b>(Religious)</b></p> <p>5. Teacher greets students.</p> |  |
|--|--|--|--|

### Worksheet 1

Arrange the words into good sentence!

1. make – a cup of coffee - ? – you – can
2. she – climb – a mangoes tree – can
3. can – you – not – sweep – the floor
4. can - ? – me – hear – they
5. write – can – my brother – a song – write
6. I – not – speak – Javanese – fluently
7. a car – drive – Imam – can - ?
8. my clothes – iron – can – Bryan
9. clean – the window – she – can
10. he – not – can – a piano – play

11. be - ? – you – can – a teacher
12. he – faster – run- than – me – can
13. ? – they – rice – cook – can
14. not – can – Aziz – well – swim
15. I – English – song – sing – can – not

K. Learning Outcomes Assessment

a. Attitude :

1. Aspect: Students' confidence in the class.
2. Scoring

| Aspect     | Indicators   | Score |
|------------|--|-------|
| Confidence | Student always asks and answers question to teacher    | 4     |
|            | Student asks and answers question to teacher           | 3     |
|            | Student sometimes asks and answers question to teacher | 2     |
|            | Student seldom asks and answers question to teacher    | 1     |

Note : 4 = very good, 3 = good, 2 = enough, 1 = less.

b. Knowledge

1. Aspect: Distinguishing of stating ability/stating inability and asking for ability related the sentence.
2. Lattice instrument

| Material              | Indicators                                      | Form of assessment |
|-----------------------|---|--------------------|
| Expression of Ability | Determine stating ability/stating inability and | Distinguish test   |

|  |   |  |
|--|---|--|
|  | asking for ability<br>related the<br>sentence |  |
|--|---|--|

3. Instrument: Worksheet 2

Please determine stating ability/stating inability and asking for ability related the sentence below!

1. You can not climb a mangoes tree
2. Can you make a cup of coffee?
3. She can speak English well
4. I can not dive 10 meters under water
5. Ryan can sweep the floor
6. Thief can not steal my wallet
7. Can they fix my motorcycle?
8. Can Rita be a teacher?
9. Can she drive a truck?
10. He can not play a violin

4. Scoring Guide

Every number has score 10, so the total is  $10 \times 10 = 100$

c. Skill:

1. Aspect : Creating sentence into positive, negative, and interrogative form
2. Lattice Instrument

| Material                    | Indicators   | Form of Assessment |
|-----------------------------|--|--------------------|
| Modal Expression of Ability | Choose only some verbs and create the sentences that have provided into positive, negative, and interrogative form by using modal expression | Product Assessment |



|  |  |  |
|--|--|--|
|  | of ability   |  |
|  | Using verbal pattern of modal expression of ability  |  |
|  | The content words in the sentence are interconnected |  |

3. Instrument : worksheet 3

Choose only 5 verbs that have provided and create the sentences into positive, negative, and interrogative form by using modal of ability

1. Play
2. Make
3. Fix
4. Speak
5. Cook
6. Ride
7. Speak

4. Scoring Guide

Every number has score 20, so the total is  $20 \times 5 = 100$

L. Remedial Learning and Enrichment

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score
2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial score is obtained from process until the final score. The final score after remedial for the knowledge aspect is calculated by replacing the incomplete indicator score with the remedial outcome indicator score, which is processed based on the mean score of all KD.
2. The final score after remedial for the skill aspect is taken from the KD optimal score.
3. Assessment of enrichment activities are not the same as ordinary learning activities. It must be sufficient in the form of portfolios, and must be scored more than normal students.

## Appendix 2

### LESSON PLAN For Control Class

|                |                                      |
|----------------|--------------------------------------|
| School         | : MTs Mathalubul Huda Mlonggo Jepara |
| Class          | : VIII (Eighth)                      |
| Subject        | : English                            |
| Topic          | : We will do it                      |
| Skill          | : Writing                            |
| Time Allotment | : 4 x 40 minutes                     |

#### A. Core Competence

CC (1) Respect and comprehend the teaching of their religion.

CC (2) Respect and appreciate the honest behaviour, discipline, polite, care (mutual-cooperation, tolerance and peaceful) behaviour, responsible, responsive, and pro-active in interacting effectively with children's development in the environment, family, school, community and the natural environment around, nation, state, regional, and international area.

CC (3) Understand, apply, and analyse factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and apply procedural knowledge in the field of specific studies in accordance with his talents and interests to solve problems.

CC (4) Exploring, associating, and communicating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules

B. Basic Competence

Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to ability and willingness to take action according to the context of its use. (Pay attention to modal “can”) language elements

C. Indicators

1. Mentioning expressions of stating and asking for willingness
2. Respond to expressions of stating and asking for willingness
3. Identify social functions and linguistic elements of expression of willingness.
4. Identify the formula of modal expression of willingness.

D. Learning Aims

1. Students are able to express willingness
2. Students are able to use modal expression of willingness appropriately
3. Students are able to change positive, negative, and interrogative form

E. Learning Material

1. The dialogue about expression of willingness

Jennie : Would you help me for a minute, please?

Lisa : Of course. What do you want me to do?

Jennie : Will you hold this box? I’m going to look for the key to the door.

Lisa : Okay, give it to me. I will hold it for you. Ugh!  
 What's in the box? It's heavy.  
 Jennie : Just the things we need for the picnic tomorrow.  
 Lisa : Oh, well, hurry up and open the door. I told you  
 thing's heavy.  
 Jennie : Wait.... I can't find the key. Do you have it?  
 Lisa : Oh, right. You gave the key to me before. Hold the  
 box, please. I will open the door

2. The usages of modal *will* is to express ability/capability or polite request

a. The pattern of modal can for verbal sentence.

( + ) S + Will + V1 + ( Object )

( - ) S + Will + Not + V1 + ( Object )

( ? ) Will + S + V1 + ( Object ) ?

( + ) She will bring my book

( - ) She will not/won't bring my book

( ? ) Will she bring my book?

b. The pattern of modal *will* for nominal sentence.

(+) S + Will + Be + Complement (nouns, adjective, or adverb)

(-) S + Will + Not + Be + Complement (nouns, adjective, or adverb)

(?) Will + S + Be + Complement (nouns, adjective, or adverb)?

for examples:

(+) I will be your friend

(-) I will not/won't be your friend

(?) Will I be your friend?

F. Method

- Learning approach : Scientific Approach
- Learning Method : Cooperative Learning

G. Media

- Board game

H. Tool

- Whiteboard
- Board marker
- LCD projector

I. Source

- Azar, Betty Schampfer.2006. *Understanding and Using English Grammar Third Edition*. United States of America.
- Kementrian Pendidikan dan Kebudayaan.2017. Bahasa Inggris “*When English Rings a Bell*” SMP/MTs Kelas VIII. Jakarta: Kementrian Pendidikan dan Kebudayaan.

J. Learning Activity

| Activities   | Scientific Approach Phase | Teacher's Instruction                                   | Time      |
|--------------|---------------------------|---|-----------|
| Pre-activity |                           | 1. Teacher greets students<br>2. Teacher leads students | 5 minutes |

|               |             |   |            |
|---------------|-------------|---|------------|
|               |             | <p>to pray</p> <p>3. Teacher checks students' attendance</p> <p>4. Teacher asks the material on previous meeting</p>  |            |
| Main-Activity | Observing   | <p>1. Teacher shows a dialogue about willingness to students</p> <p>2. Teacher lets students to read the dialogue in pairs</p> <p>3. Teacher asks students to find out expressions of stating willingness and asking willingness from the dialogue</p> <p>4. Teacher confirms which one is stating willingness/unwillingness and asking for willingness</p> | 13 minutes |
|               | Questioning | <p>1. Teacher allows students to ask about question in the dialogue</p>   | 2 minutes  |
|               | Exploring   | <p>1. Teacher gives explanation related to the question of worksheet</p>  | 25 minutes |

|         |  |  |           |
|---------|--|--|-----------|
|         |  | <p>First step:</p> <ul style="list-style-type: none"> <li>- Students is divided into 6-7 groups</li> <li>- Teacher provides random words that have to be arranged into 15 good sentences (modal of willingness)</li> </ul> <p><b>(worksheet 1)</b></p> <ul style="list-style-type: none"> <li>- Students do the worksheet 1</li> </ul> <p>Second step:</p> <ul style="list-style-type: none"> <li>- Students are asked to identify and write (subject, modal, verb, object) of the sentences</li> <li>- Teacher confirms the answer</li> <li>- Teacher explains component of sentence and pattern of modal expression of willingness</li> </ul> <p>2. Students are given opportunity to ask the question. <b>(Independent)</b></p> |           |
| Closing |  | <p>1. Teacher asks students about what did they learn. Then, teacher</p>   | 5 minutes |



|  |  |   |  |
|--|--|---|--|
|  |  | <p>explains the benefits of asking and stating willingness expressions in daily life.</p> <ol style="list-style-type: none"> <li>Teacher and students conclude the material together.</li> <li>Students listen to the teacher's message to prepare the material to be learned in the next meeting.</li> <li>Students pray to end the learning activity.</li> </ol> <p><b>(Religious)</b></p> <ol style="list-style-type: none"> <li>Teacher greets students.</li> </ol> |  |
|--|--|---|--|

#### Next meeting

| <b>Activities</b> | <b>Scientific Approach Phase</b> | <b>Teacher's Instruction</b>   | <b>Time</b> |
|-------------------|----------------------------------|--|-------------|
| Pre-Activity      |                                  | <ol style="list-style-type: none"> <li>Teacher greets students</li> <li>Teacher leads students to pray</li> <li>Teacher checks students' attendance</li> <li>Teacher asks the pattern of modal expression of willingness in positive, negative, and interrogative form on</li> </ol> | 10 minutes  |

|               |               |  |            |
|---------------|---------------|--|------------|
|               |               | previous meeting   |            |
| Main-Activity | Associating   | <ol style="list-style-type: none"> <li>1. Teacher leads students to distinguish of stating willingness, stating unwillingness and asking for willingness <b>(worksheet 2)</b></li> <li>2. Students do the worksheet in pairs</li> </ol>  | 20 minutes |
|               | Communicating | <ol style="list-style-type: none"> <li>1. Teacher confirms students' answer</li> </ol>   | 10 minutes |
|               | Creating      | <ol style="list-style-type: none"> <li>1. Teacher provides 7 verbs on a white board <b>(worksheet 3)</b></li> <li>2. Every student may choose 5 verbs and make the sentences into positive, negative, and interrogative by using modal expression of willingness.</li> <li>3. Teacher corrects students' answers.</li> </ol> | 20 minutes |
| Closing       |               | <ol style="list-style-type: none"> <li>1. Teacher asks students about what did they learn. Then, teacher explains the benefits of asking and stating ability expressions in</li> </ol>   | 7 minutes  |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>daily life.</p> <p>2. Teacher and students conclude the material together.</p> <p>3. Students listen to the teacher's message to prepare the material to be learned in the next meeting.</p> <p>4. Students pray to end the learning activity.<br/><b>(Religious)</b></p> <p>5. Teacher                      greets students.</p> |  |
|--|--|--|--|

### Worksheet 1

Arrange the words into good sentence!

1. me - wait for - she will
2. will - take - they - rina's book
3. he - not - will - lend - my book
4. will - a teacher - me - homework – give
5. my bicycle - will - my father - fix - ?
6. lend – you – will – a phone – me
7. I – pick up – my father – will
8. tell – will – they - ? – a story
9. will – not – teach – Ryan – mathematic
10. will – accompany – me – you - ?
11. she – explain – not – will – the use of printer
12. open – the door – Ana - ? - will
13. a book – close – they – will

14. clean – she – will – my glasses
15. Andrew – will – sweep – the floor - ?

K. Learning Outcomes Assessment

a. Attitude :

1. Aspect : Students' confidence in the class.
2. Scoring

| Aspect     | Indicators   | Score |
|------------|--|-------|
| Confidence | Student always asks and answers question to teacher    | 4     |
|            | Student asks and answers question to teacher           | 3     |
|            | Student sometimes asks and answers question to teacher | 2     |
|            | Student seldom asks and answers question to teacher    | 1     |

Note : 4 = very good, 3 = good, 2 = enough, 1 = less.

b. Knowledge

1. Aspect: Distinguishing of stating willingness/stating unwillingness and asking for willingness related the sentence.
2. Lattice instrument

| Material                  | Indicators   | Form of assessment  |
|---------------------------|--|---------------------|
| Expression of Willingness | stating willingness/<br>stating unwillingness<br>and asking for<br>willingness related the<br>sentence | Distinguish<br>test |

3. Instrument: Worksheet 2

Please stating willingness/stating unwillingness and asking for willingness related the sentence below!

1. You will pick me up.
2. Will she lend me her book?
3. They will open the windows
4. I will return your book
5. Ryan will sweep the floor
6. Andre will not put his glasses
7. Will they fix my wash machine?
8. Will Rena help her teacher?
9. Will he drive a truck?
10. He will not play his drum

4. Scoring Guide

Every number has score 10, so the total is  $10 \times 10 = 100$

c. Skill:

1. Aspect : Creating sentence into positive, negative, and interrogative form
2. Lattice Instrument

| Material                        | Indicators  | Form of Assessment |
|---------------------------------|---|--------------------|
| Modal Expression of Willingness | Choose only some verbs and create the sentences that have provided into positive, negative, and interrogative form by using modal expression of willingness | Product Assessment |
|                                 | Using verbal pattern of modal expression of willingness   |                    |

|  |  |  |
|--|--|--|
|  | The content words in the sentence are interconnected |  |
|--|--|--|

3. Instrument : worksheet 3

Choose only 5 verbs that have provided and create the sentences into positive, negative, and interrogative form by using modal of willingness!

1. Clean
2. Water
3. Fix
4. Pick up
5. Cook
6. Bring
7. Sweep

4. Scoring Guide

Every number has score 20, so the total is  $20 \times 5 = 100$

L. Remedial Learning and Enrichment

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score
2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial score is obtained from process until the final score. The final score after remedial for the knowledge aspect is calculated by replacing the incomplete indicator score with the remedial outcome indicator score, which is processed based on the mean score of all KD.
2. The final score after remedial for the skill aspect is taken from the KD optimal score.
3. Assessment of enrichment activities are not the same as ordinary learning activities. It must be sufficient in the form of portfolios, and must be scored more than normal students.

Jepara, 7<sup>th</sup> March 2020

Researcher

Approved by,  
English Teacher

Muhammad Abdul Majid

Dewi Andriyani, S.Pd





Appendix 3

## VALIDITY TEST, RELIABILITY TEST, DISCRIMINATING POWER (DP), AND DIFFICULTY LEVEL

| Score              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|--------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Number of Students | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 1                  | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 2                  | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 3                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 4                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  |
| 5                  | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 6                  | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 7                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  |
| 8                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  |
| 9                  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  |
| 10                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 11                 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 12                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  |
| 13                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  |
| 14                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  |
| 15                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  |
| 16                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  |
| 17                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  |
| 18                 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  |
| 19                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  |
| 20                 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 21                 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 22                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 23                 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1  | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  |
| 24                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 25                 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 26                 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 27                 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  |



## Appendix 4

### Student of VIII F (experimental class)

#### Score of Pre-Test

| No | Name                              | Code | Score |
|----|-----------------------------------|------|-------|
| 1  | Adinda Virdiani                   | E-1  | 60    |
| 2  | Amelia Rahma Fadlila              | E-2  | 55    |
| 3  | Aqillah Jihan Naflah              | E-3  | 45    |
| 4  | Arifatus Saniah                   | E-4  | 55    |
| 5  | Arlisa Budhi Kusumadewi           | E-5  | 45    |
| 6  | Asyifatus Silfi                   | E-6  | 45    |
| 7  | Ayu Nais Nabila                   | E-7  | 40    |
| 8  | Devi Wulan Sari                   | E-8  | 70    |
| 9  | Emylia Rahmawati                  | E-9  | 65    |
| 10 | Giofani Agustin Silvia Sri Rejeki | E-10 | 55    |
| 11 | Khamidatul Amaliyah               | E-11 | 70    |
| 12 | Lailatul Maghfiroh                | E-12 | 40    |
| 13 | Lintang Puspa Azani               | E-13 | 65    |
| 14 | Livia Laila Sabilatu Lihma        | E-14 | 50    |
| 15 | Maulida Nihayatul Ais             | E-15 | 60    |
| 16 | Maulidia Anisa Saputri            | E-16 | 50    |
| 17 | Meisya Rizqina Sya`roni           | E-17 | 70    |
| 18 | Millatu Askha                     | E-18 | 55    |
| 19 | Nailatul Husnia                   | E-19 | 60    |
| 20 | Nihayatul Watsiqoh                | E-20 | 70    |
| 21 | Nisfiani Lailiya                  | E-21 | 55    |
| 22 | Nur Alifya Salsabila Ahmad        | E-22 | 55    |
| 23 | Nur Hidayati                      | E-23 | 80    |
| 24 | Nurul Bashiroh                    | E-24 | 45    |
| 25 | Oktafistanisnaini Fauziahtur R    | E-25 | 65    |

|    |                            |      |    |
|----|----------------------------|------|----|
| 26 | Putri Uswatun Khasanah     | E-26 | 65 |
| 27 | Reysa Dya Anggun           | E-27 | 60 |
| 28 | Shellyna Ayudia Risty      | E-28 | 65 |
| 29 | Shinta Ayu Safitri         | E-29 | 65 |
| 30 | Tarissa Putri Aisah        | E-30 | 65 |
| 31 | Vivi Adellia Nur Mala Sari | E-31 | 65 |
| 32 | Winda Nur Qudsiyah Sari    | E-32 | 60 |
| 33 | Yeni Rohmawati             | E-33 | 65 |

## Appendix 5

### Student of VIII G (control class)

#### Score of Pre-Test

| No | Name                          | Code | Score |
|----|-------------------------------|------|-------|
| 1  | Afun Allani                   | C-1  | 55    |
| 2  | Ajeng Nafisa Putri Rahmadhani | C-2  | 55    |
| 3  | Alfi Lailatu Zahro            | C-3  | 65    |
| 4  | Anggi Zaqiya                  | C-4  | 65    |
| 5  | Citra Nawang Sari             | C-5  | 70    |
| 6  | Claura Amelia Putri           | C-6  | 70    |
| 7  | Dedey Tantry Wijayanty        | C-7  | 70    |
| 8  | Dina Elisa                    | C-8  | 65    |
| 9  | Faizun Ulurrosidah            | C-9  | 70    |
| 10 | Faridatul Muntasaroh          | C-10 | 50    |
| 11 | Firina Irbach Husna           | C-11 | 70    |
| 12 | Hafidlotun Najwa Abdullah     | C-12 | 45    |
| 13 | Intan Sahah Rohmah            | C-13 | 55    |
| 14 | Laura Hany Sakilla            | C-14 | 70    |
| 15 | Nabila Istina Ramadhani       | C-15 | 55    |
| 16 | Naila Rifa`ur Rizqi           | C-16 | 55    |
| 17 | Najmi Nayla Anjani            | C-17 | 55    |
| 18 | Natya Khofidatuz Zahra        | C-18 | 70    |
| 19 | Ndhona Munawaroh              | C-19 | 60    |
| 20 | Nela Fitria Ramadhani         | C-20 | 55    |
| 21 | Nella Najihatin Salwa         | C-21 | 60    |
| 22 | Nia Erlina                    | C-22 | 40    |
| 23 | Nia Maftukhatul Aulia         | C-23 | 60    |
| 24 | Nur Hayati                    | C-24 | 65    |
| 25 | Nur Laili Ramadani            | C-25 | 65    |

|    |                        |      |    |
|----|------------------------|------|----|
| 26 | Nurul Afiska           | C-26 | 65 |
| 27 | Rista Fahrina Dewi     | C-27 | 80 |
| 28 | Salis Tdirwati Sa`adah | C-28 | 35 |
| 29 | Salwa Zaana Salsabila  | C-29 | 80 |
| 30 | Shila Adya Putri       | C-30 | 70 |
| 31 | Titik Vidiya Yanti     | C-31 | 70 |
| 32 | Upik Andayani          | C-32 | 60 |

## Appendix 6

### Students of VIII F (experimental class)

#### Score of Post-Test

| No | Name                              | Code | Score |
|----|-----------------------------------|------|-------|
| 1  | Adinda Virdiani                   | E-1  | 88    |
| 2  | Amelia Rahma Fadlila              | E-2  | 84    |
| 3  | Aqillah Jihan Naflah              | E-3  | 76    |
| 4  | Arifatus Saniah                   | E-4  | 72    |
| 5  | Arlisa Budhi Kusumadewi           | E-5  | 88    |
| 6  | Asyifatus Silfi                   | E-6  | 36    |
| 7  | Ayu Nais Nabila                   | E-7  | 84    |
| 8  | Devi Wulan Sari                   | E-8  | 76    |
| 9  | Emylia Rahmawati                  | E-9  | 88    |
| 10 | Giofani Agustin Silvia Sri Rejeki | E-10 | 100   |
| 11 | Khamidatul Amaliyah               | E-11 | 88    |
| 12 | Lailatul Maghfiroh                | E-12 | 88    |
| 13 | Lintang Puspa Azani               | E-13 | 68    |
| 14 | Livia Laila Sabilatu Lihma        | E-14 | 68    |
| 15 | Maulida Nihayatul Ais             | E-15 | 76    |
| 16 | Maulidia Anisa Saputri            | E-16 | 56    |
| 17 | Meisya Rizqina Sya`roni           | E-17 | 88    |
| 18 | Millatu Askha                     | E-18 | 76    |
| 19 | Nailatul Husnia                   | E-19 | 76    |
| 20 | Nihayatul Watsiqoh                | E-20 | 100   |
| 21 | Nisfiani Lailiya                  | E-21 | 76    |
| 22 | Nur Alifya Salsabila Ahmad        | E-22 | 76    |
| 23 | Nur Hidayati                      | E-23 | 88    |
| 24 | Nurul Bashiroh                    | E-24 | 72    |
| 25 | Oktafistanisnaini Fauziahtur R    | E-25 | 64    |

|    |                            |      |    |
|----|----------------------------|------|----|
| 26 | Putri Uswatun Khasanah     | E-26 | 88 |
| 27 | Reysa Dya Anggun           | E-27 | 88 |
| 28 | Shellyna Ayudia Risty      | E-28 | 88 |
| 29 | Shinta Ayu Safitri         | E-29 | 76 |
| 30 | Tarissa Putri Aisah        | E-30 | 88 |
| 31 | Vivi Adellia Nur Mala Sari | E-31 | 76 |
| 32 | Winda Nur Qudsiyah Sari    | E-32 | 88 |
| 33 | Yeni Rohmawati             | E-33 | 68 |



## Appendix 7

### Student of VIII G (control class)

#### Score of Post-Test

| No | Name                          | Code | Score |
|----|-------------------------------|------|-------|
| 1  | Afun Allani                   | C-1  | 76    |
| 2  | Ajeng Nafisa Putri Rahmadhani | C-2  | 44    |
| 3  | Alfi Lailatu Zahro            | C-3  | 76    |
| 4  | Anggi Zaqiya                  | C-4  | 88    |
| 5  | Citra Nawang Sari             | C-5  | 88    |
| 6  | Claura Amelia Putri           | C-6  | 64    |
| 7  | Dedey Tantry Wijayanty        | C-7  | 76    |
| 8  | Dina Elisa                    | C-8  | 64    |
| 9  | Faizun Ulurrosidah            | C-9  | 92    |
| 10 | Faridatul Muntasaroh          | C-10 | 72    |
| 11 | Firina Irbach Husna           | C-11 | 64    |
| 12 | Hafidlotun Najwa Abdullah     | C-12 | 80    |
| 13 | Intan Sahah Rohmah            | C-13 | 44    |
| 14 | Laura Hany Sakilla            | C-14 | 92    |
| 15 | Nabila Istina Ramadhani       | C-15 | 68    |
| 16 | Naila Rifa`ur Rizqi           | C-16 | 40    |
| 17 | Najmi Nayla Anjani            | C-17 | 64    |
| 18 | Natya Khofidatuz Zahra        | C-18 | 76    |
| 19 | Ndhona Munawaroh              | C-19 | 68    |
| 20 | Nela Fitria Ramadhani         | C-20 | 80    |
| 21 | Nella Najihatun Salwa         | C-21 | 52    |
| 22 | Nia Erlina                    | C-22 | 84    |
| 23 | Nia Maftukhatul Aulia         | C-23 | 44    |
| 24 | Nur Hayati                    | C-24 | 76    |
| 25 | Nur Laili Ramadani            | C-25 | 80    |

|    |                        |      |     |
|----|------------------------|------|-----|
| 26 | Nurul Afiska           | C-26 | 64  |
| 27 | Rista Fahrina Dewi     | C-27 | 76  |
| 28 | Salis Tdirwati Sa`adah | C-28 | 80  |
| 29 | Salwa Zaana Salsabila  | C-29 | 76  |
| 30 | Shila Adya Putri       | C-30 | 100 |
| 31 | Titik Vidiya Yanti     | C-31 | 64  |
| 32 | Upik Andayani          | C-32 | 56  |

## Appendix 8

### NORMALITY TEST OF POST-TEST OF THE CONTROL CLASS

Pengujian Hipotesis

**Kriteria yang digunakan**

H0 diterima jika  $\chi^2_{hitung} < \chi^2_{tabel}$

**Pengujian Hipotesis**

|                    |   |       |     |             |   |         |           |
|--------------------|---|-------|-----|-------------|---|---------|-----------|
| Nilai maksimal     | = | 100   |     |             |   |         |           |
| Nilai minimal      | = | 40    |     |             |   |         |           |
| Rentang nilai (R)  | = | 100   | -   | 40          | = | 60      |           |
| Banyanga kelas (k) | = | 1+3,3 | log | 32          | = | 5.96699 | = 6 kelas |
| Panjang kelas (P)  | = | 60    | /   | 5.966994928 | = | 10.0553 | 11        |

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

| No | X  | X - X̄  | (X - X̄)² |
|----|----|---------|-----------|
| 1  | 40 | -30.875 | 953.26563 |
| 2  | 44 | -26.875 | 722.26563 |
| 3  | 44 | -26.875 | 722.26563 |
| 4  | 44 | -26.875 | 722.26563 |
| 5  | 52 | -18.875 | 356.26563 |
| 6  | 56 | -14.875 | 221.26563 |
| 7  | 64 | -6.875  | 47.265625 |
| 8  | 64 | -6.875  | 47.265625 |
| 9  | 64 | -6.875  | 47.265625 |
| 10 | 64 | -6.875  | 47.265625 |
| 11 | 64 | -6.875  | 47.265625 |
| 12 | 64 | -6.875  | 47.265625 |
| 13 | 68 | -2.875  | 8.265625  |
| 14 | 68 | -2.875  | 8.265625  |
| 15 | 72 | 1.125   | 1.265625  |
| 16 | 76 | 5.125   | 26.265625 |
| 17 | 76 | 5.125   | 26.265625 |
| 18 | 76 | 5.125   | 26.265625 |
| 19 | 76 | 5.125   | 26.265625 |
| 20 | 76 | 5.125   | 26.265625 |
| 21 | 76 | 5.125   | 26.265625 |
| 22 | 76 | 5.125   | 26.265625 |
| 23 | 80 | 9.125   | 83.265625 |
| 24 | 80 | 9.125   | 83.265625 |
| 25 | 80 | 9.125   | 83.265625 |
| 26 | 80 | 9.125   | 83.265625 |
| 27 | 84 | 13.125  | 172.26563 |

|     |             |        |               |
|-----|-------------|--------|---------------|
| 28  | 88          | 17.125 | 293.26563     |
| 29  | 88          | 17.125 | 293.26563     |
| 30  | 92          | 21.125 | 446.26563     |
| 31  | 92          | 21.125 | 446.26563     |
| 32  | 100         | 29.125 | 848.26563     |
| SUM | <b>2268</b> |        | <b>7015.5</b> |

Rata rata  $\bar{X}$  = 70.875

$$\text{Standar deviasi } (S^2) = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

$$= \sqrt{\frac{7015.5}{31}}$$

$$S = 226.30645$$

$$S = 15.043485$$

Daftar Frekuensi Nilai

| No | kelas |     | BK   | Z <sub>i</sub> | P(Z <sub>i</sub> ) | LD          | E <sub>i</sub> | O <sub>i</sub> | $\frac{(O_i - E_i)^2}{E_i}$ |
|----|-------|-----|------|----------------|--------------------|-------------|----------------|----------------|-----------------------------|
| 1  | 40    | 50  | 39.5 | -2.0856204     | 0.481493489        | 0.069296792 | 4              | 2.2175         | 1.432839                    |
| 2  | 51    | 61  | 50.5 | -1.35440688    | 0.412196697        | 0.178775434 | 2              | 5.72081        | 2.420015                    |
| 3  | 62    | 72  | 61.5 | -0.62319335    | 0.233421264        | 0.276431422 | 9              | 8.84581        | 0.002688                    |
| 4  | 73    | 83  | 72.5 | 0.10802018     | -0.043010158       | 0.256320755 | 11             | 8.20226        | 0.954288                    |
| 5  | 84    | 94  | 83.5 | 0.839233708    | -0.299330912       | 0.142513537 | 5              | 4.56043        | 0.042369                    |
| 6  | 95    | 105 | 94.5 | 1.570447236    | -0.44184445        | 0.007332082 | 1              | 0.23463        | 2.496718                    |
|    |       |     | 95.5 | 1.636321193    | -0.449176531       |             |                |                |                             |
|    |       |     |      |                |                    |             | 32             |                | 7.348916                    |

Untuk  $\alpha = 5\%$ , dengan  $dk = 6 - 1 = 5$  diperoleh  $X^2$  tabel = 11.07049769

Karena  $X^2_{hitung} < X^2_{tabel}$  maka distribusi data awal di kelas VIII G berdistribusi normal

## Appendix 9

### NORMALITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS

Pengujian Hipotesis

**Kriteria yang digunakan**

H0 diterima jika  $X^2_{hitung} < X^2_{tabel}$

**Pengujian Hipotesis**

|                    |   |                 |   |           |   |         |
|--------------------|---|-----------------|---|-----------|---|---------|
| Nilai maksimal     | = | 100             |   |           |   |         |
| Nilai minimal      | = | 36              |   |           |   |         |
| Rentang nilai (R)  | = | 100 - 36        | = | 64        |   |         |
| Banyanga kelas (k) | = | $1+3,3 \log 64$ | = | 6,011096  | = | 6 kelas |
| Panjang kelas (P)  | = | $60 / 6$        | = | 10.666667 | = | 11      |

| No | X  | X - X̄      | (X - X̄)²   |
|----|----|-------------|-------------|
| 1  | 36 | -43.1515152 | 1862.053264 |
| 2  | 56 | -23.1515152 | 535.9926561 |
| 3  | 64 | -15.1515152 | 229.5684129 |
| 4  | 68 | -11.1515152 | 124.3562913 |
| 5  | 68 | -11.1515152 | 124.3562913 |
| 6  | 68 | -11.1515152 | 124.3562913 |
| 7  | 72 | -7.1515152  | 51.14416966 |
| 8  | 72 | -7.1515152  | 51.14416966 |
| 9  | 76 | -3.1515152  | 9.932048056 |
| 10 | 76 | -3.1515152  | 9.932048056 |
| 11 | 76 | -3.1515152  | 9.932048056 |
| 12 | 76 | -3.1515152  | 9.932048056 |
| 13 | 76 | -3.1515152  | 9.932048056 |
| 14 | 76 | -3.1515152  | 9.932048056 |
| 15 | 76 | -3.1515152  | 9.932048056 |
| 16 | 76 | -3.1515152  | 9.932048056 |
| 17 | 76 | -3.1515152  | 9.932048056 |
| 18 | 84 | 4.8484848   | 23.50780486 |
| 19 | 84 | 4.8484848   | 23.50780486 |
| 20 | 88 | 8.8484848   | 78.29568326 |
| 21 | 88 | 8.8484848   | 78.29568326 |
| 22 | 88 | 8.8484848   | 78.29568326 |
| 23 | 88 | 8.8484848   | 78.29568326 |
| 24 | 88 | 8.8484848   | 78.29568326 |
| 25 | 88 | 8.8484848   | 78.29568326 |
| 26 | 88 | 8.8484848   | 78.29568326 |
| 27 | 88 | 8.8484848   | 78.29568326 |

|    |             |            |                  |
|----|-------------|------------|------------------|
| 28 | 88          | 8.8484848  | 78.29568326      |
| 29 | 88          | 8.8484848  | 78.29568326      |
| 30 | 88          | 8.8484848  | 78.29568326      |
| 31 | 88          | 8.8484848  | 78.29568326      |
| 32 | 100         | 20.8484848 | 434.6593185      |
| 33 | 100         | 20.8484848 | 434.6593185      |
|    | <b>2612</b> |            | <b>5048.2424</b> |

Rata rata  $\bar{X}$  = 79.15151515

$$\text{Standar deviasi } (S^2) = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

5048.2424

32

= 157.7575758

S = 12.56015827

Daftar Frekuensi Nilai

| No | kelas |     | BK   | Z <sub>i</sub> | P(Z <sub>i</sub> ) | LD          | E <sub>i</sub> | O <sub>i</sub> | $\frac{(O_i - E_i)^2}{E_i}$ |
|----|-------|-----|------|----------------|--------------------|-------------|----------------|----------------|-----------------------------|
| 1  | 36    | 46  | 35.5 | -3.475395311   | 0.499722949        | 0.004411435 | 1              | 0.1455774      | 5.01477758                  |
| 2  | 47    | 57  | 46.5 | -2.599610168   | 0.495333514        | 0.037703232 | 1              | 1.2442067      | 0.04793166                  |
| 3  | 58    | 68  | 57.5 | -1.723825026   | 0.457630282        | 0.155838162 | 4              | 5.1426593      | 0.25389012                  |
| 4  | 69    | 79  | 68.5 | -0.848039883   | 0.30179212         | 0.312859457 | 11             | 10.324362      | 0.04421451                  |
| 5  | 80    | 90  | 79.5 | 0.027745259    | -0.01106734        | 0.305810433 | 14             | 10.091744      | 1.51356022                  |
| 6  | 91    | 101 | 90.5 | 0.903530402    | -0.31687777        | 0.02035474  | 2              | 0.6717064      | 2.62668896                  |
|    |       |     | 91.5 | 0.983147233    | -0.33723251        |             | 33             |                | 9.50106304                  |

Untuk  $\alpha = 5\%$ , dengan  $dk = 6 - 1 = 5$  diperoleh  $X^2$  tabel =

11.07049769

Karena  $X^2_{hitung} < X^2_{tabel}$  maka distribusi data awal di kelas VIII F berdistribusi normal

## Appendix 10

### NORMALITY TEST OF PRE-TEST OF THE CONTROL CLASS

Pengujian Hipotesis

**Kriteria yang digunakan**

H0 diterima jika  $X^2_{hitung} < X^2_{tabel}$

**Pengujian Hipotesis**

|                    |   |       |     |       |   |                     |
|--------------------|---|-------|-----|-------|---|---------------------|
| Nilai maksimal     | = | 80    |     |       |   |                     |
| Nilai minimal      | = | 35    |     |       |   |                     |
| Rentang nilai (R)  | = | 100   | -   | 35    | = | 45                  |
| Banyanya kelas (k) | = | 1+3,3 | log | 32    | = | 5.9669949 = 6 kelas |
| Panjang kelas (P)  | = | 45    | /   | 5.967 | = | 7.5414845 = 8       |

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

| No | X  | X - X̄   | (X - X̄)² |
|----|----|----------|-----------|
| 1  | 35 | -26.7188 | 713.8916  |
| 2  | 40 | -21.7188 | 471.7041  |
| 3  | 45 | -16.7188 | 279.5166  |
| 4  | 50 | -11.7188 | 137.3291  |
| 5  | 55 | -6.71875 | 45.141602 |
| 6  | 55 | -6.71875 | 45.141602 |
| 7  | 55 | -6.71875 | 45.141602 |
| 8  | 55 | -6.71875 | 45.141602 |
| 9  | 55 | -6.71875 | 45.141602 |
| 10 | 55 | -6.71875 | 45.141602 |
| 11 | 55 | -6.71875 | 45.141602 |
| 12 | 60 | -1.71875 | 2.9541016 |
| 13 | 60 | -1.71875 | 2.9541016 |
| 14 | 60 | -1.71875 | 2.9541016 |
| 15 | 60 | -1.71875 | 2.9541016 |
| 16 | 65 | 3.28125  | 10.766602 |
| 17 | 65 | 3.28125  | 10.766602 |
| 18 | 65 | 3.28125  | 10.766602 |
| 19 | 65 | 3.28125  | 10.766602 |
| 20 | 65 | 3.28125  | 10.766602 |
| 21 | 65 | 3.28125  | 10.766602 |
| 22 | 70 | 8.28125  | 68.579102 |
| 23 | 70 | 8.28125  | 68.579102 |
| 24 | 70 | 8.28125  | 68.579102 |
| 25 | 70 | 8.28125  | 68.579102 |
| 26 | 70 | 8.28125  | 68.579102 |
| 27 | 70 | 8.28125  | 68.579102 |

|     |      |          |           |
|-----|------|----------|-----------|
| 28  | 70   | 8.28125  | 68.579102 |
| 29  | 70   | 8.28125  | 68.579102 |
| 30  | 70   | 8.28125  | 68.579102 |
| 31  | 80   | 18.28125 | 334.2041  |
| 32  | 80   | 18.28125 | 334.2041  |
| SUM | 1975 |          | 3280.47   |

Rata-rata  $\bar{X}$  = 61.71875

Standar deviasi ( $S^2$ ) =  $\sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$

$$= \sqrt{\frac{3280.4688}{31}}$$

$$= 105.82157$$

$$S = 10.286961$$

Daftar Frekuensi Nilai

| No | kelas |    | BK   | Z <sub>i</sub> | P(Z <sub>i</sub> ) | LD     | E <sub>i</sub> | O <sub>i</sub> | $\frac{(O_i - E_i)^2}{E_i}$ |
|----|-------|----|------|----------------|--------------------|--------|----------------|----------------|-----------------------------|
| 1  | 35    | 42 | 34.5 | -2.645946576   | 0.49636543         | 0.0254 | 2              | 0.8128         | 1.73406                     |
| 2  | 43    | 50 | 42.5 | -1.868263082   | 0.47097451         | 0.1053 | 2              | 3.3696         | 0.55668                     |
| 3  | 51    | 58 | 50.5 | -1.090579587   | 0.3657167          | 0.2412 | 7              | 7.7184         | 0.06687                     |
| 4  | 59    | 66 | 58.5 | -0.312896093   | 0.12453995         | 0.3059 | 10             | 9.7888         | 0.00456                     |
| 5  | 67    | 74 | 66.5 | 0.464787401    | -0.18136415        | 0.2149 | 9              | 6.8768         | 0.65553                     |
| 6  | 75    | 82 | 74.5 | 1.242470895    | -0.39624827        | 0.0167 | 2              | 0.5344         | 4.01943                     |
|    |       |    | 75.5 | 1.339681332    | -0.41293905        |        |                |                |                             |
|    |       |    |      |                |                    |        | 32             |                | 7.03713                     |

Untuk  $\alpha = 5\%$ , dengan dk = 6 - 1 = 5 diperoleh  $\chi^2$  tabel = 11.0704977

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$  maka distribusi data awal di kelas VIII G berdistribusi normal



# Appendix 11

## NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS

Pengujian Hipotesis

**Kriteria yang digunakan**

H0 diterima jika  $X^2_{hitung} < X^2_{tabel}$

**Pengujian Hipotesis**

|                    |   |         |     |        |   |        |   |         |
|--------------------|---|---------|-----|--------|---|--------|---|---------|
| Nilai maksimal     | = | 80      |     |        |   |        |   |         |
| Nilai minimal      | = | 40      |     |        |   |        |   |         |
| Rentang nilai (R)  | = | 80 - 40 | =   | 40     |   |        |   |         |
| Banyanya kelas (k) | = | 1+3,3   | log | 33     | = | 6,0111 | = | 6 kelas |
| Panjang kelas (P)  | = | 40 / 6  | =   | 6,6667 |   |        |   |         |

| No | X  | X - X̄       | (X - X̄)²   |
|----|----|--------------|-------------|
| 1  | 40 | -18.63636364 | 347.3140497 |
| 2  | 40 | -18.63636364 | 347.3140497 |
| 3  | 45 | -13.63636364 | 185.9504133 |
| 4  | 45 | -13.63636364 | 185.9504133 |
| 5  | 45 | -13.63636364 | 185.9504133 |
| 6  | 45 | -13.63636364 | 185.9504133 |
| 7  | 50 | -8.63636364  | 74.58677692 |
| 8  | 50 | -8.63636364  | 74.58677692 |
| 9  | 55 | -3.63636364  | 13.22314052 |
| 10 | 55 | -3.63636364  | 13.22314052 |
| 11 | 55 | -3.63636364  | 13.22314052 |
| 12 | 55 | -3.63636364  | 13.22314052 |
| 13 | 55 | -3.63636364  | 13.22314052 |
| 14 | 55 | -3.63636364  | 13.22314052 |
| 15 | 60 | 1.36363636   | 1.859504122 |
| 16 | 60 | 1.36363636   | 1.859504122 |
| 17 | 60 | 1.36363636   | 1.859504122 |
| 18 | 60 | 1.36363636   | 1.859504122 |
| 19 | 60 | 1.36363636   | 1.859504122 |
| 20 | 65 | 6.36363636   | 40.49586772 |
| 21 | 65 | 6.36363636   | 40.49586772 |
| 22 | 65 | 6.36363636   | 40.49586772 |
| 23 | 65 | 6.36363636   | 40.49586772 |
| 24 | 65 | 6.36363636   | 40.49586772 |
| 25 | 65 | 6.36363636   | 40.49586772 |
| 26 | 65 | 6.36363636   | 40.49586772 |
| 27 | 65 | 6.36363636   | 40.49586772 |

| 28   | 65          | 6.36363636  | 40.49586772      |                |                    |            |                |                |                           |
|--|-------------|-------------|------------------|----------------|--------------------|------------|----------------|----------------|---------------------------|
| 29   | 70          | 11.36363636 | 129.1322313      |                |                    |            |                |                |                           |
| 30   | 70          | 11.36363636 | 129.1322313      |                |                    |            |                |                |                           |
| 31   | 70          | 11.36363636 | 129.1322313      |                |                    |            |                |                |                           |
| 32   | 70          | 11.36363636 | 129.1322313      |                |                    |            |                |                |                           |
| 33   | 80          | 21.36363636 | 456.4049585      |                |                    |            |                |                |                           |
|  | <b>1935</b> |             | <b>3013.6364</b> |                |                    |            |                |                |                           |
|  |             |             |                  |                |                    |            |                |                |                           |
| Rata rata $\bar{X} = 58.63636364$  |             |             |                  |                |                    |            |                |                |                           |
| Standar deviasi ( $S^2$ ) = $\sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$                                |             |             |                  |                |                    |            |                |                |                           |
|  |             |             | 3013.636364      |                |                    |            |                |                |                           |
|  |             |             | 32               |                |                    |            |                |                |                           |
|  |             | =           | 94.17613638      |                |                    |            |                |                |                           |
|  |             | S =         | 9.704439004      |                |                    |            |                |                |                           |
|  |             |             |                  |                |                    |            |                |                |                           |
| Daftar Frekuensi Nilai   |             |             |                  |                |                    |            |                |                |                           |
| No   | kelas       |             | BK               | Z <sub>i</sub> | P(Z <sub>i</sub> ) | LD         | E <sub>i</sub> | O <sub>i</sub> | $\frac{(O_i - E_i)}{E_i}$ |
| 1  | 40          | 46          | 39.5             | -1.97191859    | 0.4756905          | 0.08123092 | 6              | 2.6806         | 4.1103                    |
| 2  | 47          | 53          | 46.5             | -1.2505992     | 0.3944596          | 0.19276531 | 2              | 6.3613         | 2.9901                    |
| 3  | 54          | 60          | 53.5             | -0.52927981    | 0.2016943          | 0.27783872 | 11             | 9.1687         | 0.3658                    |
| 4  | 61          | 67          | 60.5             | 0.19203958     | -0.0761444         | 0.24332871 | 9              | 8.0298         | 0.1172                    |
| 5  | 68          | 74          | 67.5             | 0.91335896     | -0.3194731         | 0.12946864 | 4              | 4.2725         | 0.0174                    |
| 6  | 75          | 82          | 74.5             | 1.63467835     | -0.4489418         | 0.00992852 | 1              | 0.3276         | 1.3798                    |
|  |             |             | 75.5             | 1.73772398     | -0.4588703         |            |                |                |                           |
|  |             |             |                  |                |                    |            | 33             |                | 8.9805                    |
|  |             |             |                  |                |                    |            |                |                |                           |
| Untuk $\alpha = 5\%$ , dengan $dk = 6 - 1 = 5$ diperoleh $\chi^2$ tabel = 11.070498                      |             |             |                  |                |                    |            |                |                |                           |
| Karena $\chi^2_{hitung} < \chi^2_{tabel}$ maka distribusi data awal di kelas VIII F berdistribusi normal |             |             |                  |                |                    |            |                |                |                           |

## Appendix 12

### HOMOGENEITY TEST OF POST-TEST

#### Hipotesis

$H_0 = \mu_1 =$

$H_a = \mu_1 \neq$

Pengujian hipotesis

Untuk menguji hipotesis menggunakan rumus:

$F = (\text{Varians terbesar}) / (\text{Varians terkecil})$

Kriteria yang digunakan

$H_0$  diterima jika  $F_{hitung} < F_{1/2\alpha, (n-1), (n-1)}$

| No | Kelas |    |
|----|-------|----|
|    | F     | G  |
| 1  | 36    | 40 |
| 2  | 56    | 44 |
| 3  | 64    | 44 |
| 4  | 68    | 44 |
| 5  | 68    | 52 |
| 6  | 68    | 56 |
| 7  | 72    | 64 |
| 8  | 72    | 64 |
| 9  | 76    | 64 |
| 10 | 76    | 64 |
| 11 | 76    | 64 |
| 12 | 76    | 64 |
| 13 | 76    | 68 |
| 14 | 76    | 68 |
| 15 | 76    | 72 |
| 16 | 76    | 76 |
| 17 | 76    | 76 |
| 18 | 84    | 76 |
| 19 | 84    | 76 |
| 20 | 88    | 76 |
| 21 | 88    | 76 |
| 22 | 88    | 76 |
| 23 | 88    | 80 |
| 24 | 88    | 80 |
| 25 | 88    | 80 |
| 26 | 88    | 80 |

|           |             |           |
|-----------|-------------|-----------|
| 27        | 88          | 84        |
| 28        | 88          | 88        |
| 29        | 88          | 88        |
| 30        | 88          | 92        |
| 31        | 88          | 92        |
| 32        | 100         | 100       |
| 33        | 100         |           |
| Jumlah    | 2612        | 2268      |
| n         | 33          | 32        |
| $\bar{X}$ | 79.15151515 | 70.875    |
| $S^2$     | 157.757576  | 226.30645 |
| S         | 12.5601583  | 15.043485 |

Berdasarkan data di atas diperoleh:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F = \frac{79.15151515}{70.875}$$

$$F = 1.434520$$

Pada  $\alpha = 5\%$  dengan:

$$\text{dk pembilang} = n_1 - 1 = 33 - 1 = 32$$

$$\text{dk penyebut} = n_2 - 1 = 32 - 1 = 31$$

$$F_{(32,31;0.05)} = 1.810379$$

F tabel, maka data tersebut homogen

### Appendix 13

#### HOMOGENEITY TEST OF PRE-TEST

##### Hipotesis

$H_0 = \mu_1 =$

$H_a = \mu_1 \neq$

Pengujian hipotesis

Untuk menguji hipotesis menggunakan rumus:

$F = (\text{Varians terbesar}) / (\text{Varians terkecil})$

Kriteria yang digunakan

$H_0$  diterima jika  $F_{hitung} < F_{1/2(n_1-1), (n_2-1)}$

| No | Kelas |    |
|----|-------|----|
|    | F     | G  |
| 1  | 40    | 35 |
| 2  | 40    | 40 |
| 3  | 45    | 45 |
| 4  | 45    | 50 |
| 5  | 45    | 55 |
| 6  | 45    | 55 |
| 7  | 50    | 55 |
| 8  | 50    | 55 |
| 9  | 55    | 55 |
| 10 | 55    | 55 |
| 11 | 55    | 55 |
| 12 | 55    | 60 |
| 13 | 55    | 60 |
| 14 | 55    | 60 |
| 15 | 60    | 60 |
| 16 | 60    | 65 |
| 17 | 60    | 65 |
| 18 | 60    | 65 |
| 19 | 60    | 65 |
| 20 | 65    | 65 |
| 21 | 65    | 65 |
| 22 | 65    | 70 |
| 23 | 65    | 70 |
| 24 | 65    | 70 |
| 25 | 65    | 70 |
| 26 | 65    | 70 |

|                                     |          |           |    |   |   |   |   |                         |  |
|-------------------------------------|----------|-----------|----|---|---|---|---|-------------------------|--|
| 27                                  | 65       | 70        |    |   |   |   |   |                         |  |
| 28                                  | 65       | 70        |    |   |   |   |   |                         |  |
| 29                                  | 70       | 70        |    |   |   |   |   |                         |  |
| 30                                  | 70       | 70        |    |   |   |   |   |                         |  |
| 31                                  | 70       | 80        |    |   |   |   |   |                         |  |
| 32                                  | 70       | 80        |    |   |   |   |   |                         |  |
| 33                                  | 80       |           |    |   |   |   |   |                         |  |
| Jumlah                              | 1935     | 1975      |    |   |   |   |   |                         |  |
| n                                   | 33       | 32        |    |   |   |   |   |                         |  |
| $\bar{X}$                           | 58.63636 | 61.71875  |    |   |   |   |   |                         |  |
| $S^2$                               | 94.17614 | 105.82157 |    |   |   |   |   |                         |  |
| S                                   | 9.704439 | 10.286961 |    |   |   |   |   |                         |  |
| Berdasarkan data di atas diperoleh: |          |           |    |   |   | F | = | <u>Varians terbesar</u> |  |
|                                     |          |           |    |   |   |   |   | <u>Varians terkecil</u> |  |
|                                     |          |           |    |   |   | F | = | <u>61.71875</u>         |  |
|                                     |          |           |    |   |   |   |   | 58.63636                |  |
|                                     |          |           |    |   |   | F | = | 1.123656                |  |
| Pada $\alpha = 5\%$ dengan:         |          |           |    |   |   |   |   |                         |  |
| dk pembilang = $n_1 - 1 =$          |          |           | 33 | - | 1 | = |   | 32                      |  |
| dk penyebut = $n_2 - 1 =$           |          |           | 32 | - | 1 | = |   | 31                      |  |
| $F_{(32,31),0.05}$                  |          |           |    |   |   | = |   | 1.8104                  |  |
| F tabel, maka data tersebut homogen |          |           |    |   |   |   |   |                         |  |

## Appendix 14

### The Result of Similarity Average Test between Experimental and Control Class For Pre-test

Hipotesis

$$H_0 = \mu_1 < \mu_2$$

$$H_a = \mu_1 > \mu_2$$

Pengujian hipotesis

Untuk menguji hipotesis menggunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Kriteria yang digunakan

$H_0$  ditolak apa bila  $t_{count} > t_{table}$

Tabel Penolong Perbandingan Rata-rata

| No | VIII F | VIII G |
|----|--------|--------|
| 1  | 36     | 40     |
| 2  | 56     | 44     |
| 3  | 64     | 44     |
| 4  | 68     | 44     |
| 5  | 68     | 52     |
| 6  | 68     | 56     |
| 7  | 72     | 64     |
| 8  | 72     | 64     |
| 9  | 76     | 64     |
| 10 | 76     | 64     |
| 11 | 76     | 64     |
| 12 | 76     | 64     |
| 13 | 76     | 68     |
| 14 | 76     | 68     |
| 15 | 76     | 72     |
| 16 | 76     | 76     |
| 17 | 76     | 76     |
| 18 | 84     | 76     |
| .. | ..     | ..     |

|                     |            |           |
|---------------------|------------|-----------|
| 19                  | 84         | 76        |
| 20                  | 88         | 76        |
| 21                  | 88         | 76        |
| 22                  | 88         | 76        |
| 23                  | 88         | 80        |
| 24                  | 88         | 80        |
| 25                  | 88         | 80        |
| 26                  | 88         | 80        |
| 27                  | 88         | 84        |
| 28                  | 88         | 88        |
| 29                  | 88         | 88        |
| 30                  | 88         | 92        |
| 31                  | 88         | 92        |
| 32                  | 100        | 100       |
| 33                  | 100        |           |
| Jumlah              | 2612       | 2268      |
| n                   | 33         | 32        |
| $\bar{X}$           | 79.1515152 | 70.875    |
| Varians ( $S^2$ )   | 157.757576 | 226.30645 |
| Standar deviasi $s$ | 12.5601583 | 15.043485 |

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{(33-1) 157.758 + (32-1) 226.3064516}{33+32-2}} = 13.83792$$

$$t = \frac{79.15152 - 70.875}{13.83792 \sqrt{\frac{1}{33} + \frac{1}{32}}} = 2.411$$

Pada  $\alpha = 5\%$  dengan  $dk = 33+32-2 = 63$  diperoleh  $t_{(0.025)(63)} = 1.671$

Karena  $t$  hitung lebih besar dari  $t$  tabel maka berada pada daerah penerimaan  $H_a$ .  
 h karena itu, dapat disimpulkan bahwa ada perbedaan rata-rata antara kelompok eksperimen dan kelas kontrol



## Appendix 15

### The Result of Similarity Average Test between Experimental and Control Class For Pre-test

Hipotesis

$$H_0 = \mu_1 < \mu_2$$

$$H_a = \mu_1 > \mu_2$$

Pengujian hipotesis

Untuk menguji hipotesis menggunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Kriteria yang digunakan

$H_0$  ditolak apa bila  $t \text{ count} > t \text{ table}$

Tabel Penolong Perbandingan Rata-rata

| No | VIII F | VIII G |
|----|--------|--------|
| 1  | 40     | 35     |
| 2  | 40     | 40     |
| 3  | 45     | 45     |
| 4  | 45     | 50     |
| 5  | 45     | 55     |
| 6  | 45     | 55     |
| 7  | 50     | 55     |
| 8  | 50     | 55     |
| 9  | 55     | 55     |
| 10 | 55     | 55     |
| 11 | 55     | 55     |
| 12 | 55     | 60     |
| 13 | 55     | 60     |
| 14 | 55     | 60     |
| 15 | 60     | 60     |
| 16 | 60     | 65     |
| 17 | 60     | 65     |
| 18 | 60     | 65     |
| 19 | 60     | 65     |

|                     |            |           |
|---------------------|------------|-----------|
| 20                  | 65         | 65        |
| 21                  | 65         | 65        |
| 22                  | 65         | 70        |
| 23                  | 65         | 70        |
| 24                  | 65         | 70        |
| 25                  | 65         | 70        |
| 26                  | 65         | 70        |
| 27                  | 65         | 70        |
| 28                  | 65         | 70        |
| 29                  | 70         | 70        |
| 30                  | 70         | 70        |
| 31                  | 70         | 80        |
| 32                  | 70         | 80        |
| 33                  | 80         |           |
| Jumlah              | 1935       | 1975      |
| n                   | 33         | 32        |
| $\bar{X}$           | 58.6363636 | 61.71875  |
| Varians ( $S^2$ )   | 94.1761364 | 105.82157 |
| Standar deviasi $s$ | 9.704439   | 10.286961 |

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{(33 - 1) 94.1761 + (32 - 1) 105.8215726}{33 + 32 - 2}} = 9.99532$$

$$t = \frac{58.63636 - 61.7188}{9.99532 \sqrt{\frac{1}{33} + \frac{1}{32}}} = -1.243$$

Pada  $\alpha = 5\%$  dengan  $dk = 33 + 32 - 2 = 63$  diperoleh  $t_{(0.025)(63)} = 1.671$

Karena  $t$  hitung lebih besar dari  $t$  tabel maka berada pada daerah penerimaan  $H_a$ .  
 Oleh karena itu, dapat disimpulkan bahwa ada perbedaan rata-rata antara kelompok eksperimen dan kelas kontrol

## Appendix 16

### PRE-TEST

**Choose the correct answer by crossing (x) a, b, c, or d!**

1. We ..... speak English well because our grandfather is a British
  - a. Can
  - b. Will
  - c. Can't
  - d. Won't
2. Laura ..... get in contact with her brother because he changes his number
  - a. Can
  - b. Will
  - c. Can't
  - d. Won't
3. Raisa ..... lend Silvy money. Silvy never pays back
  - a. Can
  - b. Will
  - c. Can't
  - d. Won't
4. Naura is wearing glasses. She ..... see things clearly
  - a. Can
  - b. Will
  - c. Can't
  - d. Won't
5. .... you please open the window?
  - a. Can
  - b. Will
  - c. Can't
  - d. Won't
6. Garry doesn't speak clearly. I ..... hear his voice.
  - a. Can
  - b. Will
  - c. Can't
  - d. Won't
7. I ..... your work partner if you are honest.
  - a. Won't
  - b. Will
  - c. Won't be
  - d. Will be
8. She ..... a teacher as long as she studies hard.
  - a. Can
  - b. Can not
  - c. Can be
  - d. Can not be

9. We ..... get the meeting on time, because the train was delayed for an hour.

- a. Can
- b. Can not
- c. Can be
- d. Can not be

10. Januar ..... participate in Mathematics competition this year

- a. Can
- b. Will
- c. Can't
- d. Won't

11. Edo broke his leg. He ..... walk for now

- a. Can
- b. Will
- c. Can't
- d. Won't

**For questions 12 to 13, complete the text!**

Mr. Joko has many experiences in interpreting. Mr. Joko ..... (12) speak various languages, including Indonesian, English,

French, and German. He ..... (13) understand sentences in these languages well and he is able to translate them quickly.

12. a. Will  
c. Can  
b. Should d. Must

13. a. Will  
c. Can  
b. Should d. Must

14. Cook She can not fried  
rice

1 2 3 4

The best arrangement is ....

- a. 1-2-3-4
- b. 4-3-2-1
- c. 2-3-1-4
- d. 2-1-3-4

15. ? Wawan ride can a  
motorcycle

1 2 3 4

5

The best arrangement is ....

- a. 2-4-3-5-1
- b. 3-2-4-5-1
- c. 5-2-4-3-1
- d. 4-2-3-5-1

16. you be will ? my  
friend  
1        2        3        4        5

The best arrangement is ...

- a. 3-2-1-5-4
- b. 3-1-2-5-4
- c. 3-5-2-1-4
- d. 3-2-5-1-4

17. Can she be not a  
dentist  
1        2        3        4        5

The best arrangement is ...

- a. 5-1-3-4-2
- b. 5-1-4-3-2
- c. 2-1-3-4-5
- d. 2-1-4-3-5

18. Bring your book I  
will  
1                    2                    3        4

The best arrangement is ...

- a. 3-4-1-2
- b. 3-1-4-2
- c. 1-2-3-4
- d. 1-3-2-4

19. The door you ? will  
open  
1                    2        3        4

5

- a. 4-2-5-1-3
- b. 5-4-3-2-1

- c. 2-4-5-1-3
- d. 4-5-2-1-3

20. She not fix will  
my bike  
1        2        3        4  
5

- a. 5-4-3-2-1
- b. 5-4-2-3-1
- c. 1-2-4-5-3
- d. 1-4-2-3-5

## Appendix 17

Nama :

No. Absen :

Kelas :

### POST-TEST

**Choose the correct answer by crossing (x) a, b, c, or d!**

1. We ..... speak English well because our grandfather is a British

- a. Can
- b. Will
- c. Can't
- d. Won't

2. Raisa ..... lend Silvy money. Silvy never pays back

- a. Can
- b. Will
- c. Can't
- d. Won't

3. Naura is wearing glasses. She ..... see things clearly

- a. Can
- b. Will
- c. Can't

d. Won't

4. .... you please open the window?

- a. Can
- b. Will
- c. Can't
- d. Won't

5. Garry doesn't speak clearly. I ..... hear his voice.

- a. Can
- b. Will
- c. Can't
- d. Won't

6. I ..... your work partner if you are honest.

- a. Won't
- b. Will
- c. Won't be
- d. Will be

7. We ..... get the meeting on time, because the train was delayed for an hour.

- a. Can
- b. Can not
- c. Can be
- d. Can not be

8. Januar ..... participate in Mathematics competition this year

- a. Can
- b. Will
- c. Can't
- d. Won't

9. Edo broke his leg. He ..... walk for now

- a. Can
- b. Will
- c. Can't
- d. Won't

**For questions 10 to 11, complete the text!**

Mr. Joko has many experiences in interpreting. Mr. Joko ..... (10) speak various languages, including Indonesian, English, French, and German. He ..... (11) understand sentences in these languages well and he is able to translate them quickly.

10. a. Will  
c. Can  
b. Should d. Must

11. a. Will  
c. Can  
b. Should d. Must

12. Cook She can not fried  
rice

1 2 3 4

The best arrangement is ....

- a. 1-2-3-4
- b. 4-3-2-1
- c. 2-3-1-4
- d. 2-1-3-4

13. ? Wawan ride can a  
motorcycle

1 2 3 4

5

The best arrangement is ....

- a. 2-4-3-5-1
- b. 3-2-4-5-1
- c. 5-2-4-3-1
- d. 4-2-3-5-1

14. you be will ? my  
friend

1 2 3 4 5

The best arrangement is ...

- a. 3-2-1-5-4
- b. 3-1-2-5-4
- c. 3-5-2-1-4
- d. 3-2-5-1-4

15. She   not   fix   will

my bike

1            2            3            4

5

a. 5-4-3-2-1

b. 5-4-2-3-1

c. 1-2-4-5-3

d. 1-4-2-3-5

(-)

(?) Can they cook fried rice?

4. (+) Siska and Sarah will  
study English

(-)

II. essay

(?)

Change these sentences into (+,-  
,?) sentence!

5. (+)

1. (+) Abi can paint a beautiful  
ship

(-) She will not lend me  
money

(-)

(?)

(?)

2. (+)

(-) She can not play  
skateboard

(?)

3. (+)



## Appendix 18



LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN JEPARA  
YAYASAN PENDIDIKAN ISLAM MATHALIBUL HUDA  
AKTA NOTARIS NO. 18 TANGGAL 09 SEPTEMBER 1985  
**MADRASAH TSANAWIYAH NU**  
**MATHALIBUL HUDA**  
**MLONGGO JEPARA JAWA TENGAH**  
**TERAKREDITASI A**



NSM : 121233200029

NPSN : 20364266

Alamat : Jl. Raya Jepara Bangani Km.09 Mlonggo Jepara 59462 Telp. (0291) 893841 Web : www.mtsmhmmlonggo.ac.id Email : mtsmhd@yaho.co.id

### SURAT KETERANGAN

Nomor :281/MTs-MH.065/03.2020

#### *Bismillahirrahmanirrahim*

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Mathalibul Huda Mlonggo:

Nama : **NOR KHOLIK, S.Ag.M.Pd.**  
Jabatan : Kepala Madrasah  
Unit Kerja : MTs Mathalibul Huda Mlonggo  
Alamat Madrasah : Jambu Mlonggo Kabupaten Jepara

Menerangkan bahwa :

Nama : MUHAMMAD ABDUL MAJID  
NIM : 1503046099  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Program Studi : Pendidikan Bahasa Inggris  
Universitas/PT : UIN Walisongo Semarang

Adalah benar nama tersebut telah mengadakan penelitian di MTs Mathalibul Huda Mlonggo dalam rangka penyusunan Skripsi yang berjudul **"THE EFFECTIVENESS OF USING BOARD GAME TO TEACH MODAL EXPRESSIONS OF ABILITY AND WILLINGNESS"** terhitung mulai tanggal 22 Februari 2020 sampai dengan 14 Maret 2020.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Mlonggo, 15 Maret 2020  
Kepala Madrasah  
**NOR KHOLIK, S.Ag.M.Pd.**



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. Dr. H. H. Kim Kim, D1 Ngilatan Tumbuh Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : [baikatim@yahoo.com](mailto:baikatim@yahoo.com)

**PENELITI : Muhammad Abdul Majid**  
**NIM : 1503046099**  
**JURUSAN : Pendidikan Bahasa Inggris**  
**JUDUL : THE EFFECTIVENESS OF USING "BOARD GAME" TO TEACH MODAL EXPRESSIONS OF ABILITY AND WILLINGNESS (An Experimental Research at the Eight Grade of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2019/2020)**

## HIPOTESIS:

### a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

### b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

### c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

### d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

## HASIL DAN ANALISIS DATA

### Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

|                     | Kontrol     | Eksperimen  |
|---------------------|-------------|-------------|
| Mean                | 61.71875    | 58.63636364 |
| Variance            | 105.8215726 | 94.17613636 |
| Observations        | 32          | 33          |
| df                  | 31          | 32          |
| F                   | 1.123655914 |             |
| P(F<=f) one-tail    | 0.372042365 |             |
| F Critical one-tail | 1.810378954 |             |

### Keterangan:

Sig. = 0.372 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : [aisakadem@yahoo.com](mailto:aisakadem@yahoo.com)

### Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

|                     | Kontrol     | Eksperimen  |
|---------------------|-------------|-------------|
| Mean                | 70.875      | 79.15151515 |
| Variance            | 226.3064516 | 157.7575758 |
| Observations        | 32          | 33          |
| df                  | 31          | 32          |
| F                   | 1.434520343 |             |
| P(F<=f) one-tail    | 0.157543222 |             |
| F Critical one-tail | 1.810378954 |             |

#### Keterangan:

Sig. = 0.157 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

### Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

|                              | Kontrol     | Eksperimen  |
|------------------------------|-------------|-------------|
| Mean                         | 61.71875    | 58.63636364 |
| Variance                     | 105.8215726 | 94.17613636 |
| Observations                 | 32          | 33          |
| Pooled Variance              | 99.90643038 |             |
| Hypothesized Mean Difference | 0           |             |
| df                           | 63          |             |
| t Stat                       | 1.242984275 |             |
| P(T<=t) one-tail             | 0.109239926 |             |
| t Critical one-tail          | 1.669402222 |             |
| P(T<=t) two-tail             | 0.218479853 |             |
| t Critical two-tail          | 1.998340543 |             |

#### Keterangan:

Sig. = 0.218 > 0.05, maka  $H_0$  diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

## Appendix 18



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)  
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tardak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaisum@yahoo.com

### Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

|                              | <i>Ekspeimen</i> | <i>Kontrol</i> |
|------------------------------|------------------|----------------|
| Mean                         | 79.15151515      | 70.875         |
| Variance                     | 157.7575758      | 226.3064516    |
| Observations                 | 33               | 32             |
| Pooled Variance              | 191.487975       |                |
| Hypothesized Mean Difference | 0                |                |
| df                           | 63               |                |
| t Stat                       | 2.410749259      |                |
| P(T<=t) one-tail             | 0.009424595      |                |
| t Critical one-tail          | 1.669402222      |                |
| P(T<=t) two-tail             | 0.01884919       |                |
| t Critical two-tail          | 1.998340543      |                |

#### Keterangan:

Sig. = 0.018 < 0.05, maka  $H_0$  ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 10 Juni 2020

Kepala Laboratorium



Deden Istiawan, S.Si.,M.Kom

## Appendix 19

Nama : Shila Adya Putri

No. Absen : 80

Kelas : VIII G

### POST-TEST

Choose the correct answer by crossing (x) a, b, c, or d!

1. We ..... speak English well because our grandfather is a British
- ☒ a. Can
  - ☐ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

2. Raisa ..... lend Silvy money. Silvy never pays back
- ☐ a. Can
  - ☐ b. Will
  - ☐ c. Can't
  - ☒ d. Won't

3. Naura is wearing glasses. She ..... see things clearly
- ☐ a. Can
  - ☐ b. Will
  - ☒ c. Can't
  - ☐ d. Won't

4. .... you please open the window?
- ☐ a. Can
  - ☒ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

5. Garry doesn't speak clearly. I ..... hear his voice.
- ☒ a. Can
  - ☐ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

6. I ..... your work partner if you are honest.
- ☐ a. Won't
  - ☐ b. Will
  - ☐ c. Won't be
  - ☒ d. Will be

7. We ..... get the meeting on time, because the train was delayed for an hour.
- ☐ a. Can
  - ☒ b. Can not
  - ☐ c. Can be
  - ☐ d. Can not be

8. Januar ..... participate in Mathematics competition this year
- ☐ a. Can
  - ☒ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

9. Edo broke his leg. He ..... walk for now
- ☐ a. Can
  - ☐ b. Will
  - ☒ c. Can't
  - ☐ d. Won't

### For questions 10 to 11, complete the text!

Mr. Joko has many experiences in interpreting. Mr. Joko ..... (10) speak various languages, including Indonesian, English, French, and German. He ..... (11) understand sentences in these languages well and he is able to translate them quickly.

10. a. Will ☒ b. Should ☐ c. Can ☒ d. Must ☐
11. a. Will ☒ b. Should ☐ c. Can ☒ d. Must ☐

$$\begin{array}{r} B = I = 15 \\ J = 10 \\ \hline 25 \times 4 \\ \hline = 100 \end{array}$$

42. Cook She can not fried rice

1 2 3 4

The best arrangement is ....

- a. 1-2-3-4
- b. 4-3-2-1
- ☒ c. 2-3-1-4
- d. 2-1-3-4

43. ? Wawan ride can a motorcycle

1 2 3 4 5

The best arrangement is ....

- a. 2-4-3-5-1
- b. 3-2-4-5-1
- c. 5-2-4-3-1
- ☒ d. 4-2-3-5-1

44. you be will ? my friend

1 2 3 4 5

The best arrangement is ...

- a. 3-2-1-5-4
- ☒ b. 3-1-2-5-4
- c. 3-5-2-1-4
- d. 3-2-5-1-4

45. She not fix will my bike

1 2 3 4 5

- a. 5-4-3-2-1
- b. 5-4-2-3-1
- c. 1-2-4-5-3
- ☒ d. 1-4-2-3-5

2. (+) She can play skate board

2 (-) She can not play skateboard

☒ can she play skate board?

3. (+) They can cook fried rice

☒ They can't fried rice

(?) Can they cook fried rice?

4. (+) Siska and Sarah will study English

☒ Siska and Sarah will not study English

☒ will Siska and Sarah study English?

5. (+) She will lend me money

(-) She will not lend me money

☒ will she lend me money?

## II. essay

Change these sentences into (+, -, ?) sentence!

1. (+) Abi can paint a beautiful ship

☒ Abi can't paint a beautiful ship

☒ can Abi paint a beautiful ship?

Nama : Nihayatul Walsyoh

No. Absen : 20

Kelas : VII F

### POST-TEST

Choose the correct answer by crossing (x) a, b, c, or d!

1. We ..... speak English well because our grandfather is a British

- ☒ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☐ d. Won't

2. Raisa ..... lend Silvy money. Silvy never pays back

- ☐ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☒ d. Won't

3. Naura is wearing glasses. She ..... see things clearly

- ☒ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☐ d. Won't

4. .... you please open the window?

- ☐ a. Can
- ☒ b. Will
- ☐ c. Can't
- ☐ d. Won't

5. Garry doesn't speak clearly. I ..... hear his voice.

- ☒ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☐ d. Won't

6. I ..... your work partner if you are honest.

- ☐ a. Won't
- ☐ b. Will
- ☐ c. Won't be
- ☒ d. Will be

7. We ..... get the meeting on time, because the train was delayed for an hour.

- ☐ a. Can
- ☒ b. Can not
- ☐ c. Can be
- ☐ d. Can not be

8. Januar ..... participate in Mathematics competition this year

- ☐ a. Can
- ☒ b. Will
- ☐ c. Can't
- ☐ d. Won't

9. Edo broke his leg. He ..... walk for now

- ☐ a. Can
- ☐ b. Will
- ☒ c. Can't
- ☐ d. Won't

### **For questions 10 to 11, complete the text!**

Mr. Joko has many experiences in interpreting. Mr. Joko ..... (10) speak various languages, including Indonesian, English, French, and German. He ..... (11) understand sentences in these languages well and he is able to translate them quickly.

10. a. Will ☒ b. Should ☐ c. Can ☒ d. Must ☐

11. a. Will ☒ b. Should ☐ c. Can ☒ d. Must ☐

$$\begin{aligned} B &= I = 15 \\ II &= 10 \\ \frac{25}{25} & \times A \\ &= 100 \end{aligned}$$

42. Cook She can not fried rice

1 2 3 4  
The best arrangement is ....

- a. 1-2-3-4
- b. 4-3-2-1
- ~~c.~~ 2-3-1-4
- d. 2-1-3-4

2. (+) She can play skateboard

2 (-) She can not play skateboard

(?) Can she play skateboard?

43. ? Wawan ride can a motorcycle

1 2 3 4 5  
The best arrangement is ....

- a. 2-4-3-5-1
- b. 3-2-4-5-1
- c. 5-2-4-3-1
- ~~d.~~ 4-2-3-5-1

3. (+) They can cook fried rice

2 (-) They can not cook fried rice

(?) Can they cook fried rice?

44. you be will ? my friend

1 2 3 4 5  
The best arrangement is ...

- a. 3-2-1-5-4
- ~~b.~~ 3-1-2-5-4
- c. 3-5-2-1-4
- d. 3-2-5-1-4

4. (+) Siska and Sarah will study English

(-) Siska and Sarah will not study English

(?) Will Siska and Sarah study English?

5. (+) She will lend me money

(-) She will not lend me money

(?) Will she lend me money?

45. She not fix will my bike

1 2 3 4 5

- a. 5-4-3-2-1
- b. 5-4-2-3-1
- c. 1-2-4-5-3
- ~~d.~~ 1-4-2-3-5

## II. essay

Change these sentences into (+, -, ?) sentence!

1. (+) Abi can paint a beautiful ship

2 (-) Abi can not paint a beautiful ship

(?) Can Abi paint a beautiful ship?



## Appendix 20

Nama : Nur Hidayati

No. Absen : 23

Kelas : VIII f

### PRE-TEST

Choose the correct answer by crossing  
(x) a, b, c, or d!

1. We ..... speak English well because  
our grandfather is a British

- ☒ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☐ d. Won't

2. Laura ..... get in contact with her  
brother because he changes his  
number

- ☐ a. Can
- ☐ b. Will
- ☒ c. Can't
- ☐ d. Won't

3. Raisa ..... lend Silvy money. Silvy  
never pays back

- ☐ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☒ d. Won't

4. Naura is wearing glasses. She ..... see  
things clearly

- ☒ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☐ d. Won't

5. .... you please open the window?

- ☐ a. Can
- ☒ b. Will
- ☐ c. Can't

d. Won't

6. Garry doesn't speak clearly. I .....  
hear his voice.

- ☒ a. Can
- ☐ b. Will
- ☐ c. Can't
- ☐ d. Won't

7. I ..... your work partner if you are  
honest.

- ☐ a. Won't
- ☐ b. Will
- ☐ c. Won't be
- ☒ d. Will be

8. She ..... a teacher as long as she  
studies hard.

- ☒ a. Can
- ☐ b. Can not
- ☐ c. Can be
- ☐ d. Can not be

9. We ..... get the meeting on time,  
because the train was delayed for an  
hour.

- ☐ a. Can
- ☒ b. Can not
- ☐ c. Can be
- ☐ d. Can not be

10. Januar ..... participate in Mathematics  
competition this year

- ☐ a. Can
- ☒ b. Will
- ☐ c. Can't
- ☐ d. Won't

11. Edo broke his leg. He ..... walk for now

- ☐ a. Can
- ☐ b. Will
- ☒ c. Can't
- ☐ d. Won't

B = ~~15~~ 16 :  
= 8

For questions 12 to 13, complete the text!

Mr. Joko has many experiences in interpreting. Mr. Joko ..... (12) speak various languages, including Indonesian, English, French, and German. He ..... (13) understand sentences in these languages well and he is able to translate them quickly.

12. a. Will ~~b. Should~~ c. Can ~~d. Must~~

13. a. Will ~~b. Should~~ c. Can ~~d. Must~~

14. Cook She can not fried rice  
1 2 3 4

The best arrangement is ....

- a. 1-2-3-4  
b. 4-3-2-1  
~~c. 2-3-1-4~~  
d. 2-1-3-4

15. ? Wawan ride can a motorcycle  
1 2 3 4 5

The best arrangement is ....

- a. 2-4-3-5-1  
b. 3-2-4-5-1  
c. 5-2-4-3-1  
~~d. 4-2-3-5-1~~

16. you be will ? my friend  
1 2 3 4 5

The best arrangement is ...

- ~~a. 3-2-1-5-4~~  
b. 3-1-2-5-4  
c. 3-5-2-1-4  
d. 3-2-5-1-4

17. Can she be not a dentist  
1 2 3 4 5

The best arrangement is ...

- a. 5-1-3-4-2  
b. 5-1-4-3-2  
c. 2-1-3-4-5  
~~d. 2-1-4-3-5~~

18. Bring your book ? will  
1 2 3 4

The best arrangement is ...

- ~~a. 3-4-1-2~~  
b. 3-1-4-2  
c. 1-2-3-4  
d. 1-3-2-4

19. The door you ? will open  
1 2 3 4 5

- ~~a. 4-2-5-1-3~~  
b. 5-4-3-2-1  
c. 2-4-5-1-3  
d. 4-5-2-1-3

20. She not fix will my bike  
1 2 3 4 5

- a. 5-4-3-2-1  
b. 5-4-2-3-1  
c. 1-2-4-5-3  
~~d. 1-4-2-3-5~~

Nama : Rista Fahrana Dewi

No. Absen : 27

Kelas : 8G

PRE-TEST

Choose the correct answer by crossing  
(x) a, b, c, or d!

1. We ..... speak English well because our grandfather is a British
- ☒ a. Can
  - ☐ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

2. Laura ..... get in contact with her brother because he changes his number
- ☐ a. Can
  - ☐ b. Will
  - ☒ c. Can't
  - ☐ d. Won't

3. Raisa ..... lend Silvy money. Silvy never pays back
- ☐ a. Can
  - ☐ b. Will
  - ☐ c. Can't
  - ☒ d. Won't

4. Naura is wearing glasses. She ..... see things clearly
- ☐ a. Can
  - ☐ b. Will
  - ☒ c. Can't
  - ☐ d. Won't

5. .... you please open the window?
- ☐ a. Can
  - ☒ b. Will
  - ☐ c. Can't

d. Won't

6. Gary doesn't speak clearly. I ..... hear his voice.
- ☒ a. Can
  - ☐ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

7. I ..... your work partner if you are honest.
- ☐ a. Won't
  - ☐ b. Will
  - ☐ c. Won't be
  - ☒ d. Will be

8. She ..... a teacher as long as she studies hard.
- ☐ a. Can
  - ☐ b. Can not
  - ☒ c. Can be
  - ☐ d. Can not be

9. We ..... get the meeting on time, because the train was delayed for an hour.
- ☐ a. Can
  - ☒ b. Can not
  - ☐ c. Can be
  - ☐ d. Can not be

10. Januar ..... participate in Mathematics competition this year
- ☐ a. Can
  - ☒ b. Will
  - ☐ c. Can't
  - ☐ d. Won't

11. Edo broke his leg. He ..... walk for now
- ☐ a. Can
  - ☐ b. Will
  - ☒ c. Can't
  - ☐ d. Won't

$$B = 16 : 2$$

$$= 8$$

For questions 12 to 13, complete the text!

Mr. Joko has many experiences in interpreting. Mr. Joko ..... (12) speak various languages, including Indonesian, English, French, and German. He ..... (13) understand sentences in these languages well and he is able to translate them quickly.

12. a. Will                      ~~✗~~ Can  
b. Should                    d. Must

- ~~✗~~ a. Will                      c. Can  
b. Should                    ~~✗~~ Must

14. ~~✗~~ Cook   She   can not   fried rice  
1            2            3            4

The best arrangement is ....

- a. 1-2-3-4  
b. 4-3-2-1  
~~✗~~ c. 2-3-1-4  
d. 2-1-3-4

15. ~~✗~~ ?   Wawan   ride   can   a motorcycle  
1            2            3            4            5

The best arrangement is ....

- a. 2-4-3-5-1  
b. 3-2-4-5-1  
c. 5-2-4-3-1  
~~✗~~ d. 4-2-3-5-1

- ~~✗~~ you   be   will   ?   my friend  
1            2            3            4            5

The best arrangement is ...

- ~~✗~~ a. 3-2-1-5-4  
b. 3-1-2-5-4  
c. 3-5-2-1-4  
d. 3-2-5-1-4

- ~~✗~~ Can   she   be   not   a dentist  
1            2            3            4            5

The best arrangement is ...

- a. 5-1-3-4-2  
b. 5-1-4-3-2  
~~✗~~ c. 2-1-3-4-5  
d. 2-1-4-3-5

18. ~~✗~~ Bring   your book   I   will  
1            2            3            4

The best arrangement is ...

- ~~✗~~ a. 3-4-1-2  
b. 3-1-4-2  
c. 1-2-3-4  
d. 1-3-2-4

19. ~~✗~~ The door   you   ?   will   open  
1            2            3            4            5

- ~~✗~~ a. 4-2-5-1-3  
b. 5-4-3-2-1  
c. 2-4-5-1-3  
d. 4-5-2-1-3

- ~~✗~~ She   not   fix   will   my bike  
1            2            3            4            5

- a. 5-4-3-2-1  
~~✗~~ b. 5-4-2-3-1  
c. 1-2-4-5-3  
d. 1-4-2-3-5

## Appendix 21

### Documentation



(The Teacher explained the material of modal expressions of ability and willingness)



(The Teacher gave explanation the rule of board game)



(The Students practiced the board game)



(The Students did the post test)

## **CURRICULUM VITAE**

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3. SMA N 1 Bangsri
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